

Language Capacity Building and Strengthening in the Welsh Statutory Education and Health and Social Sectors

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Summary

The statutory education sector and health and social sectors are obliged to provide Welsh language services, either by teaching through Welsh-medium or Welsh as a second language or by providing an ‘Active Offer’ of Welsh language services. This thesis identifies that bilingual capacity in the workforce is vital to fulfilling these policies and that training the current workforce to increase their fluency and confidence to use Welsh is necessary to increase capacity. This thesis used questionnaire data obtained from participants on the *sylfaen* | foundation course of the Welsh National Sabbatical Scheme to investigate the course as a language capacity building and strengthening model, both to determine its effectiveness and best practices in increasing fluency and confidence to use Welsh by its participating English-medium primary school teachers; and its generalisability and applicability to the health and social sectors. A Sabbatical Scheme Model was proposed to senior officials in the social and health sectors in the Cardiff region and semi-structured interviews were undertaken of current Welsh language training and the perception of Welsh in the sectors. Based on these interviews, new questions were raised in terms of how the sectors are focusing on increasing fluency and confidence in using the Welsh language in work, with focus turning to either language capacity strengthening or language capacity building as opposed to a combination of the two. As a result, this thesis sets out conclusions regarding language capacity building versus language capacity strengthening, and how both are necessary in creating a strong bilingual workforce that can both actively offer and deliver Welsh language services.

Declaration

This work has not been submitted in substance for any other degree or award at this or any other university or place of learning, nor is being submitted concurrently in candidature for any degree or other award.

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List of Terms and Acronyms

<i>A living language: a language for living</i>	<i>A living language: a language for living: Welsh Language Strategy 2012-17</i> (Welsh Government 2012a)
The Board	Welsh Language Board
Care Council	Care Council for Wales
Case Study 1, or CS1	2013 Sabbatical Scheme Case Study
CS1.Q1, CS1.Q2, or CS1.Q3	2013 Sabbatical Scheme Case Study: Questionnaires 1, 2, or 3
Case Study 2, or CS2	2014 Sabbatical Scheme Case Study
CS2.Q1, CS2.Q2, or CS2.Q3	2014 Sabbatical Scheme Case Study: Questionnaires 1, 2, or 3
The Council	Cardiff Council
<i>Cymraeg 2050</i>	<i>Cymraeg 2050: A million Welsh speakers by 2050</i> (Welsh Government 2017b)
GP	general practice
HE	higher education
The Health Board	The Cardiff and Vale University Health Board
<i>Iaith Pawb</i>	<i>Iaith Pawb: A National Action Plan for a Bilingual Wales</i> (Welsh Assembly Government 2003) ¹
<i>More than just words</i>	<i>Mwy na Geiriau... More than just words... Strategic Framework for Welsh Language Services in Health, Social Services and Social Care</i> (Welsh Government 2012b)
<i>More than just words: Follow-on</i>	<i>Mwy na Geiriau... More than just words... Follow-on Strategic Framework for Welsh Language Services in Health, Social Services and Social Care 2016-2019</i> (Welsh Government 2016c)
MPQ	English McGill Pain Questionnaire
NPTP	National Practitioners' Training Programme
NHS	National Health Service
Sabbatical Scheme	Welsh National Sabbatical Scheme
<i>Striking the right balance</i>	<i>White Paper Consultation Document: Striking the right balance: proposals for a Welsh Language Bill</i> (Welsh Government 2017f)
systemic	meaning system/sector-wide
UWTSD	University of Wales Trinity Saint David
WJEC	Welsh Joint Education Committee

¹ The Welsh Assembly Government was the Welsh Government's statutory name until 2014. After Labour won the fourth Welsh National Assembly election on 5 May 2011, First Minister, the Rt Hon. Carwyn Jones, while announcing his cabinet, referred to his administration as the Welsh Government as opposed to the Welsh Assembly Government. The Wales Act 2014 later recognised the name change under the law (Browne 2017) .

1 Introduction

Welsh language legislation and policies in statutory education and the health and social sectors, including the *Education Reform Act (1988)*, *Welsh Language (Wales) Measure (2011)*, the Welsh Language Standards, and *Mwy na Geiriau... | More than just words... Strategic Framework for Welsh Language Services in Health, Social Services and Social Care (2012b)* and *Mwy na Geiriau... | More than just words... Follow-on Strategic Framework for Welsh Language Services in Health, Social Services and Social Care 2016-2019 (2016c)*, require the provision of Welsh language services. It is understood that the sectors differ in terms of the nature of Welsh language provision. In terms of statutory education, this means teaching either through the medium of Welsh or Welsh as a second language. For the health and social sectors, they are obliged to provide an ‘Active Offer’ of Welsh language services. Yet, these sectors are similar in their being language capacity shortages in meeting their respective statutory and policy demands. The education sector operates a scheme that can be utilised sector-wide, to build and strengthen the language capacity of the workforce: the Welsh National Sabbatical Scheme. However, in health and social care, where the issue of language capacity shortage appears to be particularly pressing, sectoral innovation appears to have been more limited.

It is the intention of this thesis to investigate how the bilingual capacity of the education and health and social care workforces can be built and strengthened to meet the demands of their respective Welsh language statutes and policies and service user needs. In particular, it examines three research areas (1) the effectiveness of the Welsh National Sabbatical Scheme, (2) the extent to which the scheme might be applied to the health

and social sectors, and (3) the prospects for developing Welsh language capacity of the health and social care sectors over the short to mid-term. The specific research questions are specified further on in this chapter. The theoretical framework of this PhD is based in Boisvert and LeBlanc (2003)'s analytical model focusing on capacity and use (p. 10), discussed in section 2.1.1, whereby the cycle of language capacity and use feeds into the language of work and therefore the language of service.

The thesis is structured as follows. Chapter 2 investigates the statutes and policies concerning Welsh language personnel training in the education and health and social sectors, with the aim of determining systemic language capacity building models in those areas. Within education, the Welsh National Sabbatical Scheme was identified as a systemic language capacity building and strengthening model. At the time this research began, one report had been published analysing the Welsh National Sabbatical Scheme, (or National Practitioner's Training Programme (NPTP) as it was first known). Old Bell 3 and Dateb (2010) found that participating on the NPTP led to increased use of Welsh in the classroom. However, how participants' Welsh fluency and confidence were affected by their participation was not investigated. Additionally, this report only analysed the *uwch* | higher level course of the scheme. As a result of this research deficiency, the following research questions were developed:

1. (a) Is the Welsh National Sabbatical Scheme's *sylfaen* | foundation level course effective in increasing the Welsh fluency and confidence levels of participating teachers? (b) What are the scheme's best practices in terms of increasing fluency and confidence?

Upon investigating the health and social sectors, no such systemic language capacity building and strengthening model was identified. The following research questions were therefore subsequently developed:

2. Can a Sabbatical Scheme Model be designed to focus on health and social workers instead of teachers? Could this model be applied to language provision in the health and social sectors in Wales?

To answer the first question, two case studies were undertaken to investigate the Welsh National Sabbatical Scheme's *sylfaen* | foundation level course that targeted English-medium primary school teachers and was provided by Cardiff University. The Sabbatical Scheme Case Studies were designed as summative evaluations, the purpose of which to render judgement of the effectiveness of a programme or scheme and its potential of being generalisable; and were conducted through the use of questionnaires, observation, and interviews (the methodology of which is noted in Chapter 3 and the results analysed in Chapter 4). The Sabbatical Scheme was concluded to be effective in increasing the fluency and confidence levels of its participants.

In Chapter 5, a Sabbatical Scheme Model with a health and social workforce focus was examined. Semi-structured interviews were conducted (the methodology of which is noted in Chapter 3) with senior officials in the health and social sectors in the Cardiff region to ascertain whether the model could apply in their sectors. Additionally, questions were asked about how the Welsh language is viewed within the sectors, whether there was a difference between stated policy and practice, and what Welsh language training opportunities are available in the sectors for the workforce to utilise.

The interviews raised new questions in terms of how the sectors are focusing on increasing Welsh fluency and confidence in using the Welsh language in work, with focus turning to either language capacity strengthening or language capacity building as opposed to a combination of the two. This conclusion led to the analytical model focusing on capacity and use being revisited as a result of the findings of this original research and language capacity building and strengthening being defined and examples of those models given in Chapter 6. Additionally, a new research question was created:

3. How are language capacity building and strengthening models being used in the education and health and social sectors?

The answers for this question are discussed in Chapter 6. In order to meet the demands of Welsh statutory education and health and social care statutes and policies, in terms of bilingual capacity, the sectors need a systemic model focusing on both language capacity building and strengthening. It was found that the education sector used such a model that was simultaneously a language capacity building and strengthening model: the Welsh National Sabbatical Scheme. However, the health and social sectors do not have such a model, and there are organisational obstacles to obtaining and utilising one. As result of these conclusions, recommendations are offered in regards to the future of the Welsh National Sabbatical Scheme and the development of bilingual capacity of the health and social sectors to be able to actively offer and deliver Welsh language services.

It must be noted that the conclusions within this thesis result from research conducted solely within the Cardiff region and specifically reflects

its experiences, as opposed to the entirety of Wales. Nevertheless, as will be discussed in the final chapter, one would anticipate that these findings, especially concerning the health and social sectors, will act as a starting point for further research in other regions of Wales; to understand whether the current findings are unique to the Cardiff region or indicative of wider patterns across Wales.

1.1 Sociolinguistic Context of the Cardiff Region

As stated previously, this thesis will focus on the Cardiff region, which will include the Cardiff and Vale of Glamorgan local authorities.² One distinction that must be drawn is the sociolinguistic context of the Cardiff region compared to some other areas of Wales in terms of the percentage and numbers of Welsh speakers. Rock and Hallack (2016) states that

Cardiff remains a locus for migration [...] and] questions about Cardiff's Welsh credentials have long been raised [...] Yet through education, public broadcasting and language policy [...] Welsh is rallying. Census results from the last 30 years reveal a general increase in the number of people in Cardiff who claim some knowledge of Welsh (as a speaker, listener, reader or writer). (p. 279)

To understand how Cardiff performs concerning the numbers of Welsh speakers, the 2011 Census results will be discussed below.

The 2011 Census found that of the 2,955,841 people in Wales, 562,016 or 19% were able to speak Welsh (Office for National Statistics 2012). However, in Cardiff the numbers of Welsh speakers are 36,735 of 295,538, or 11.1%; and 13,189 of 108,829, or 10.8%, in the Vale of Glamorgan (Office for National Statistics 2012). Out of the 22 local

² Including the Vale of Glamorgan in the Cardiff region is due to the local authority being included in the Cardiff and Vale University Health Board catchment area (Cardiff and the Vale University Health Board 2015).

authorities in Wales, Cardiff and the Vale of Glamorgan rank 15 and 16, respectively, in the percentage of those able to speak Welsh. In comparison, Gwynedd was the highest with 65.4% and Blaenau Gwent the lowest with 7.8% (Office for National Statistics 2012). Cardiff and the Vale of Glamorgan's concentration of Welsh speakers may impact the Welsh language capacity of the education and health and social care workforces and the ability to provide Welsh language services, compared to other areas with higher concentrations. However, in terms of demand for those services, Cardiff ranks 4 in overall numbers of Welsh speakers, and the Vale of Glamorgan ranks 17; combined the Cardiff region at nearly 50,000 Welsh speakers would be ranked third, behind Carmarthenshire with 78,048 and Gwynedd with 77,000, respectively (Office for National Statistics 2012). Hence, even though the percentage of Welsh speakers is lower than compared to the national average, the actual numbers of Welsh speakers is sizeable in the Cardiff region.

It is important to remember in future chapters that number—nearly 50,000 Welsh speakers in the Cardiff region—when whether service providers can meet the needs of Welsh speaking service users. As will be discussed in the next chapter, an 'Active Offer' of Welsh language services should be made to health and social care service users. If those nearly 50,000 Welsh speakers were to choose to take up the offer, would the Cardiff region's health and social care services be able to deliver? Or a fraction of that number? This point will be discussed more fully in section 6.4.5 of the final chapter of this thesis, where a recommendation on the 'Active Offer' will be made.

2 Statutes, Policies, and Further Literature

2.1 Language Planning and Workforce Development

This chapter examines statutes, policies, and literature to determine what requirements there are of the statutory education and health and social sectors to provide Welsh language services and how the Welsh Government and sectors seek to deliver said services, in terms of assuring enough bilingual capacity to do so. In order to do this, certain research parameters were established, to focus the investigation into one particular dimension of language policy and planning. Kaplan and Baldauf (1997) define language planning as “a body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities” (p. 3). Hence language policy is the tool by which language planners administer strategies to make a practical difference in the field. There are three levels of language policy and planning (Kaplan and Baldauf 1997, p. 240): macro, at the national level; meso, at the sector level; and micro, at the organisational level. Additionally, “[l]anguage planning, generally, has been defined as part of human resource development planning, and human resource development planning in turn has been defined as being invoked in the interests of modernisation and community development” (Kaplan and Baldauf 1997, pp. 125-126). It is these definitions that were used when referring to language planning and policies within this research.

Education is often seen as the priority of language planning, as it is a long-term solution for increasing the population of speakers in a systematic and standardised way. Fishman (1991) includes education in his Reversing Language Shift (RLS) theory and Graded Intergenerational Disruption Scale

(GIDS), which has been used by the European Commission “as a basis for the development of measures to support minority languages” (Darquennes 2007, p. 64). However, the focus on education includes the aspect that the minority language is concentrated in the “home-family-neighbourhood: the basis of mother tongue transmission” (Fishman 1991, p. 395). Fishman (1991)’s RLS theory and GIDS has been critiqued (see Hornberger and King (2001) and Clyne (2001)) due to the weight given to intergenerational transmission of the minority language as opposed to its value concerning socio-economic mobility. Strubell (2001) proposes an alternative model, the Catherine Wheel:

The main idea is that learning a language, using it, and having positive perceptions and motivation to further increase its study and use, are linked together to form a ‘natural, self-priming social mechanism’, but that the passage from one to the next may be blocked by external or internal factors. The motivation, and the learning of the language, are related to the function or domain: it is not the same to regard the individual as a consumer of products, as a member of a labour market, or as a member of a local community. Each of these makes special demands upon language use, which may be passive or active, or both. (pp. 279-280)

This cycle includes “Greater motivation to learn and use the language” and “More learning of the language” as one third of the model (Strubell 2001, p. 280), indicating the importance of education in increasing the numbers of speakers of the minority language, which would then lead to an increased demand and supply of language services. Additionally, it would lead to a “Greater perception of the usefulness of the language” (Strubell 2001, p. 280), an aspect of prestige planning, which “aims to influence how the language is perceived, both by speakers, and non-speakers, and the respect that is accorded to it” (Grzech 2013, p. 296). Darquennes (2007) concludes that:

Strubell finds himself on the side of, e.g., Bereznak/Campbell (1996,

663-665), Baldauf/Kaplan (1997, 9), Campbell (2000, 252-268), Gruffudd (2000, 176-204) and Nelde (2002, 2), who advocate the elaboration of a comprehensive, multidisciplinary conceived and multi-dimensionally oriented total concept that is intertwined with social reality as a prerequisite for successful language revitalisation. (p. 70)

Consequently, education as opposed to intergenerational transmission will be a focus within this research.

There are six dimensions within acquisition planning, also known as language-in-education planning and policies: access, personnel, curriculum and community, methods and material, resourcing, and evaluation (Kaplan and Baldauf 1997, p. 124). As Liddicoat (2013) further explains, personnel language-in-education policies are those “regarding teacher recruitment, professional learning and standards” (p. 6). It is within the personnel dimension, especially professional learning, that this research concentrates its efforts. Although Kaplan and Baldauf (1997) and Liddicoat (2013) both reference personnel as a component within language-in-education policy and planning, this focus on personnel as a vital element should expand beyond the education sector and become included in general workforce planning and development in sectors aiming to deliver bilingual services. In workforce planning, there cannot be a complete reliance on the recruitment of bilingual speakers being the means of producing a bilingual workforce, as the education sector: “alone is not capable of providing for language correction [... or] the measures taken to implement the social aspects of a language plan [...] because dissemination through the education system requires several generations” (Kaplan and Baldauf 1997, p. 36). An example of this can be seen in National Health Service (NHS) Wales (2015), who reported “around 80% of NHS Wales’ staff who will be in NHS employment in 10 years’ time are currently working for the health

service, [which] makes the development of the workforce to meet future needs more critical” (p. 2). Consequently, in order to have a larger impact on the workforce in the short and mid-term, it was decided to focus on the personnel dimension and the areas of training for professionals, as opposed to higher education, further education, and recruitment.

Having established the scope of this research, parameters were set to examine the following: Welsh language education and health and social care statutes and policies, along with personnel training language policies related to bilingual workforce development. With these parameters set, the next target was to determine how bilingualism could be factored into workforce development.

2.1.1 Analytical Model Focusing on Capacity and Use

Regarding Welsh language policy and planning, Canada is often identified as an example of how to promote and facilitate a bilingual society. Indeed, *Mwy na Geiriau... | More than just words... Strategic Framework for Welsh Language Services in Health, Social Services and Social Care* (Welsh Government 2012b, p. 25) references the Canadian Centre for Management Development’s report that is reviewed below, stating:

The health service in Canada provides an excellent example of support and training given to staff to enable them to become bilingual.

Language training is a key factor in ensuring that public servants achieve the language skills required by their positions. If bilingualism is acknowledged to be a basic skill, language training must be regarded as an essential component of learning and career development plans (Boisvert and LeBlanc 2003, p. 17) quoted in (Welsh Government 2012b, p. 25).

The reason the Canadian perspective is valued in Wales is in consequence of Canadians having had much experience, since the *Official Languages Act*

(1969), with having two languages (French and English) with the same status and ensuring its citizens receive certain language rights. Since 1982, they have adopted the *Canadian Charter of Rights and Freedoms* (1982) and the revised *Official Languages Act* (1985), ensuring public services are to be delivered in either language and reconfirming equal status.

In 2003, the Canadian Centre for Management Development published a report on the findings from their Action-Research Roundtable on official languages in the workplace (Boisvert and LeBlanc). The definitions they use for ‘capacity’ and ‘use’ regarding language and work are as follows:

- **Capacity** means the ability of an organization to function in both official languages. It is affected, in particular, by the equitable representation among staff of the two linguistic communities, the recruitment and retention of personnel, the attainment of the linguistic profile in respect of bilingual positions and staffing policy governing such positions, language training, and the governance of official languages programs.
- **Use** refers to the effective use in organizations of the official languages. [...] Use is affected by conditions in the organizational environment and individual attitudes, perceptions and behavior (Boisvert and LeBlanc 2003, p. 9).

These definitions are used to denote ‘capacity’ and ‘use’ throughout the thesis. Boisvert and LeBlanc (2003) develop an “analytical model focusing on capacity and use” (p. 10) within language policy and planning, illustrated in Figure 1. Their assertion is thus:

Interaction between capacity and use is complex. Ideally, we should strive for a virtuous cycle of mutual reinforcement. Efforts to bolster and maintain linguistic capacity should normally engender enhanced use of the official languages in the workplace. However, failure to support capacity will undermine it and lead to a rapid drop in such use. The weakening of linguistic capacity and the absence of effective use of both official languages will undermine the language of service (Boisvert and LeBlanc 2003, p. 9).

Hence, the more capacity is built, the more opportunity there is for using the language; increased use leads to a strengthening of said capacity; and this

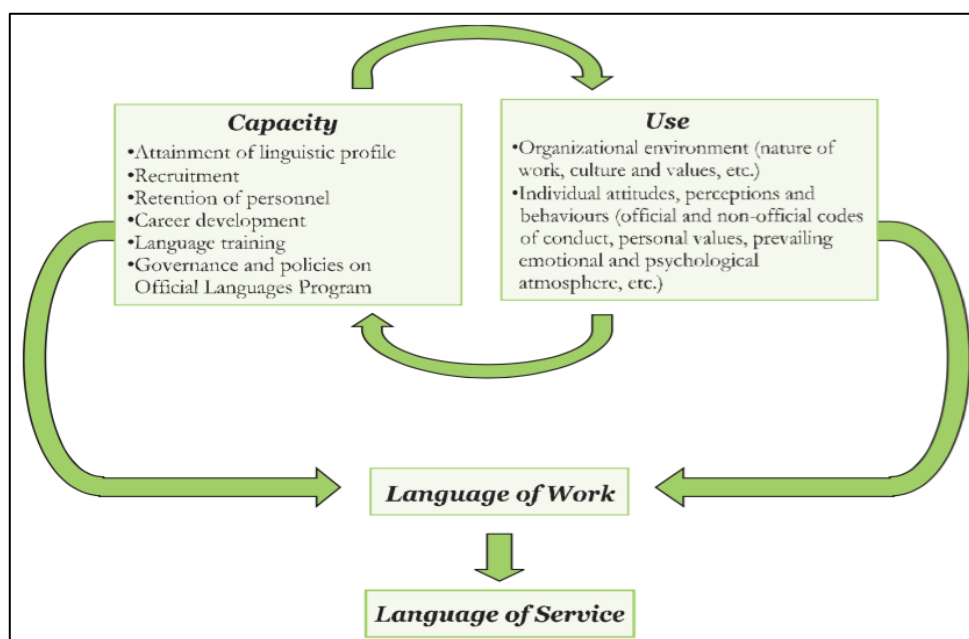


Figure 1: Analytical model focusing on capacity and use (Boisvert and LeBlanc 2003, p. 10)

cycle leads to increased use of the language in work, and thus the language of service. This model is important to understand, as it illustrates how intertwined capacity, use, the language of work, and the language of service are; more importantly, it identifies that capacity is the point where the cycle begins. Consequently, when investigating Welsh language personnel policies in the statutory education and health and social sectors, it was decided to focus on efforts to build bilingual capacity as the avenue to increase language education/services. How current or potential schemes factor or could factor into the analytical model focusing on capacity and use (Boisvert and LeBlanc 2003, p. 10) is discussed in Chapter 6. The next step is to identify statutes and policies that concern these personnel policies in Wales and determine what efforts, if any, are being made to build bilingual capacity within the statutory education and health and social sector workforces.

2.2 Statutes and Policies

When reviewing statutes and policies, statutes that cover the Welsh

language in the statutory education and health and social sectors are identified and examined first. Then, education policies and schemes are discussed, followed by health and social sector policies.

2.2.1 Statutes

The following statutes require Welsh language education and/or services within the education and/or health and social sectors: *Education Reform Act (1988)*, *Welsh Language Act (1993)*, *Welsh Language (Wales) Measure (2011)*, and the Welsh Language Standards that resulted from the 2011 Measure.

2.2.1.1 The Education Reform Act (1988)

The *Education Reform Act (1988)* established a national curriculum and with it, core and foundation subjects. Core subjects were mathematics, English, and science; and, in Welsh-medium schools, Welsh (1988, p. 2). Foundation subjects were history, geography, technology, music, art, and physical education; and in English-medium schools, Welsh as a second language³ (1988, p. 2). Hence, the *Education Reform Act (1988)* made Welsh a compulsory subject in both Welsh and English-medium schools. From 1990, this came into effect, with Welsh becoming required at Key Stages 1-3, and from 1999 for Key Stage 4 (Jones 2001, p. 9). As Jones (2001) states, in total, “this meant that all pupils in Wales study Welsh

³ Although this will not be discussed further as this research concerns the education workforce as opposed to the curriculum, it is important to note that it is understood that there have been recommendations made for Welsh as a second language to be included as a core subject as opposed to a foundation subject. In fact, the Sioned Davies Report (2013)’s “most important recommendation of all is the necessity for the subject to be accorded the same status as core subject” (p. 2) This recommendation was made as current second-language provision was deemed ineffective, especially when transitioning to Key Stages 2 and 3, as “time allocated to teaching the subject is not sufficient, and in some schools, the allocation is as little as one hour a fortnight” (Davies 2013, p. 18).

(either as a first or a second language) for 11 years, from ages of 5 to 16”
(p. 9).

2.2.1.2 *The Welsh Language Act (1993)*

Although an Advisory Welsh Language Board had been in operation since 1988, the *Welsh Language Act (1993)* established the statutory Welsh Language Board (henceforth known as “the Board”). Its function was to promote and facilitate the use of the Welsh language and “to provide for the preparation by public bodies of schemes giving effect to the principle that in the conduct of public business [...] in Wales the English and Welsh languages should be treated on a basis of equality” (1993, p. 1). With the evolution of the Board, requirements were placed on public bodies to create Welsh language schemes outlining how they were to provide Welsh language services in their organisation. These public bodies could include county, district, and community councils, health authorities, NHS, and Family Health Services Authorities (1993, p. 6). If a public body seemed to be failing to carry out its Welsh language scheme, the Board had the power to investigate; and if it found that the public body had failed, the matter could then be taken to the Secretary of State, who then “may give such directions to the public body as considers appropriate” (1993, pp. 7-8). From the statutory Board’s inception in 1993 to its abolition by the *Welsh Language (Wales) Measure (2011)* in 2012, the Board approved over 550 Welsh language schemes (Welsh Government 2012a, p. 40).

2.2.1.3 *Welsh Language (Wales) Measure (2011)*

The *Welsh Language (Wales) Measure (2011)*⁴ replaced much of the

⁴ On 9 August 2017, the Welsh Government (2017f) published a *White Paper Consultation Document: Striking the right balance: proposals for a Welsh Language Bill* making proposals for a new Welsh Language Bill that would potentially make changes to the Welsh Language Commissioner and the Welsh Language Standards. As the research of this

Welsh Language Act (1993), including modifying the previous statement that in Wales “the English and Welsh languages should be treated on a basis of equality” (1993, p. 1). In the words of the legislation itself, it was:

A Measure of the National Assembly for Wales to make provision about the official status of the Welsh language in Wales; to provide for a Welsh Language Partnership Council; to establish the Office of Welsh Language Commissioner; to provide for an Advisory Panel to the Welsh Language Commissioner; to make provision about promoting and facilitating the use of the Welsh language and treating the Welsh language no less favourably than the English language; to make provision about standards relating to the Welsh language (including duties to comply with those standards, and rights arising from the enforceability of those duties); to make provision about investigation of interference with the freedom to use the Welsh language; to establish a Welsh Language Tribunal; to abolish the Welsh Language Board and Welsh language schemes; and for connected purposes (2011, p. 1).

Consequently, while the *Welsh Language Act (1993)* established English and Welsh were equal under the law, the *Welsh Language (Wales) Measure (2011)* implied that Welsh could be given precedence however English cannot be treated more “favourably” (p. 1). Furthermore, the Measure abolished the Welsh Language Board and transferred its functions to the Welsh Language Commissioner and the Welsh Government. How the bodies share the responsibilities of “promoting and facilitating the use of the Welsh language” is discussed in section 2.2.2.1. Additionally, the Welsh Language Schemes would still be in force until the Welsh Language Standards are made specifically applicable to organisations. Those who are required to comply with the Standards include: county borough councils and county councils in Wales, community councils, Local Health Boards, Community Health Councils, NHS Trusts, Special Health Authorities, and the Care Council for Wales (2011, pp. 98-102).

thesis was conducted before the consultation document was published, the thesis does not take this consultation document into account until Chapter 6, where some commentary is made.

2.2.1.3.1 Welsh Language Standards

In accordance with the *Welsh Language (Wales) Measure (2011)*, designated organisations are required to follow the Welsh Language Standards. These organisations are issued with compliance notices indicating the specific Standards to which they are required to adhere, as not all organisations are required to follow the same ones; these notices also give a certain amount of time before the Standards come into effect (Welsh Language Commissioner 2015b, p. 4). Should there be a suspicion of an organisation's failure to comply, the Welsh Language Commissioner has the power to undertake statutory investigations, impose civil penalties of up to £5000 (Welsh Language Commissioner 2015b, p. 21) for non-compliance, and "make applications to a county court for orders to enforce compliance" (Welsh Language Commissioner 2015b, p. 5).

The organisations that are required to comply with the Welsh Language Standards have been divided into three rounds, whereby they have varying Standards and schedules (Welsh Language Commissioner 2015d).

- Round 1:
 - *The Welsh Language Standards (No. 1) Regulations 2015* (Welsh Government 2015f)
 - 26 organisations including Welsh Ministers, Welsh county (borough) councils, and National Park Authorities
 - 176 Standards
- Round 2:
 - *The Welsh Language Standards (No. 2) Regulations 2016* (Welsh Government 2016f)
 - The Arts Council of Wales, the Auditor General for Wales, the Big Lottery Fund, British Broadcasting Corporation, the Children's Commissioner for Wales, Colleges Wales Limited, the Commission for Equality and Human Rights, the Commissioner for Older People in Wales, Her Majesty's Chief Inspector of Education and Training in Wales, the Electoral Commission, the Information Commissioner's Office, the Local Democracy and

Boundary Commission for Wales, the Local Government Data Unit, National Botanic Garden of Wales, the National Library of Wales, the National Museum of Wales, the National Theatre of Wales, the National Resources Body for Wales, NIACE, the Office of Communications, the Quality Assurance Agency for Higher Education, the Royal Commission on the Ancient and Historical Monuments of Wales, Sianel 4 Cymru, the Sports Council for Wales, Student Loans Company Limited, Theatr Genedlaethol Cymru, the Wales Audit Office, Wales Council for Voluntary Action, Wales Millennium Centre, the Welsh Books Council, the Welsh Local Government Association, and Welsh National Opera Limited

- 168 Standards
- to be in compliance by 30 March 2017
- *The Welsh Language Standards (No. 4) Regulations 2016* (Welsh Government 2016h)
 - Agricultural Land Tribunal, Education Workforce Council, the Mental Health Review Tribunal for Wales, the Residential Property Tribunal Wales, the Special Educational Needs Tribunal for Wales, and Valuation Tribunal for Wales
 - 168 Standards
- *The Welsh Language Standards (No. 5) Regulations 2016* (Welsh Government 2016i)
 - The British Transport Policy Authority, the Chief Constable of the British Transport Police, the Chief Constable of the Civil Nuclear Constabulary, the Chief Constable of the Dyfed-Powys Police, the Chief Constable of Gwent Police, the Chief Constable of the North Wales Police, the Chief Constable of South Wales Police, the Civil Nuclear Police Authority, Independent Police Complaints Commission, the Mid and West Wales Fire and Rescue Authority, the North Wales Fire and Rescue Authority, the Police and Crime Commissioner for Gwent, the Police and Crime Commissioner for North Wales, the Police and Crime Commissioner for South Wales, and the South Wales Fire and Rescue Authority
 - 171 Standards
- *The Welsh Language Standards (No. 6) Regulations 2017* (Welsh Government 2017e):
 - Career Choices Dewis Gyrfa Limited, Coleg Ceredigion, Coleg Sir Gâr, Merthyr Tydfil College Limited, the governing body of Saint David's Catholic College, WEA YMCA CC Cymru, Cardiff and the Vale College, Coleg Cambria, Coleg y Cymoedd, Gower College Swansea, Coleg Gwent, Bridgend College, Pembrokeshire College, Grwp

- Llandrillo Menai, NPTC Group, Aberystwyth University, Bangor University, Cardiff University, the Open University, the Royal Welsh College of Music and Drama Limited, Swansea University, the University of Wales, the University of Wales: Trinity St. David, Cardiff Metropolitan University, Glyndŵr University, the University of South Wales, and the Higher Education Funding Council for Wales
 - 182 Standards
 - previous iteration brought before the National Assembly for Wales as *The Welsh Language Standards (No. 3) Regulations 2016* (Welsh Government 2016g) on 15 March 2016 and not approved (Welsh Language Commissioner 2016)
 - *The Welsh Language Standards (No. [Health Sector]) Regulations 2016* (Welsh Government 2016j): consultation document, as under public consultation from 14 July 2016-14 October 2016 with no Welsh Government response as of this time; not yet approved by the National Assembly for Wales
 - Local Health Boards, NHS Trusts in Wales, Community Health Councils, the Board of Community Health Councils in Wales, and NHS Business Services Authority
 - 185 Standards
 - Care Council for Wales, the General Chiropractic Council, the General Dental Council, the General Medical Council, the General Optical Council, the General Osteopathic Council, the General Pharmaceutical Council, the Health and Care Professions Council, the Professional Standards Authority for Health and Social Care, and the Nursing and Midwifery Council
 - This set of regulations authorise the Welsh Language Commissioner to give compliance notices to the above regulatory organisations in relation to the Standards stated of *The Welsh Language Standards (No. 4) Regulations 2016*. (Welsh Government 2016h)
- Round 3:
 - 64 organisations including social housing providers, UK Government departments, water companies, the Royal Mail Group, and the Post Office (Welsh Language Commissioner 2017)
 - On 20 October 2015, First Minister of Wales, the Rt Hon. Carwyn Jones announced that the development of the third round of Standards would be left for the next National Assembly for Wales
 - Only once the Welsh Ministers have introduced further Standards will the Welsh Language Commissioner publish a timetable on the introduction

of said Standards to the respective organisations

Pertinent to the current research is how the organisations are scheduled in the different rounds. The social sector is in the first round, as the county (borough) councils are the employers of public sector social care practitioners; however, the health sector was originally scheduled for the second round and has since been delayed. Consequently, when both agencies work together in practice, there will be a period when only some part of the sectors will be subject to the Welsh Language Standards, whilst others are subject to Welsh language schemes under the Welsh Language Act (1993). At the conception of the Welsh Language Standards, the Welsh Language Commissioner feared that the Welsh Government choosing to have the Standards “introduced per sector [...] would ‘creu dryswch’ (‘create confusion’) and that instead Standards ought to be imposed on all sectors at the same time so that they might plan and adapt together” (Mac Giolla Chríost 2016, p. 80). Indeed, it remains to be seen whether this difference in schedule will affect Welsh language service delivery within the sectors.

The delay in implementation of *The Welsh Language Standards (No. [Health Sector]) Regulations 2016* (Welsh Government 2016j) is a consequence of the Welsh Government requesting public consultation on the draft regulations. After the consultation on *The Welsh Language Standards (No. 1) Regulations 2015* (Welsh Government 2015f), the Welsh Government decided not to hold public consultations on most of the subsequent draft regulations, asserting in its response to the Welsh Language Commissioner’s second Standards investigation report, that:

the organisations have had a number of opportunities to engage in the process of making standards; all 119 organisations responded to

the Commissioner's investigation; of these 107 already have a Welsh language scheme and experience of developing a Welsh language provision. The public have also had an opportunity to feed into the policy behind the standards through the Welsh Government's consultation on the first set of standards in November 2014. As the Welsh Ministers do not foresee significant policy changes to the Regulations for the second set of organisations, we have decided to consult with the organisations on an ad-hoc basis (Welsh Government 2015g, p. 12).

This decision has been criticised by Mac Giolla Chríost (2016) who states that, in general, the “failure to consult, in the proper meaning of the word, undermines the legitimacy of regulatory standards”, and specifically, concerning such a decision in Wales with the subsequent Standards:

the regulatees were recognised by the government as the ‘aim’ of the consultation on Standards. In contrast, Welsh-speaking service-users were not the ‘aim,’ or one might say ‘target audience,’ but rather were merely identified as a party to whom Standards are ‘of interest.’ In this particular context the citizen appears to have been allowed much less of a voice than the regulatee (p. 90).

Indeed, this view of the regulatee having a larger voice than the citizen can be seen not only with the Standards lacking public consultation, but also in the one exception to the decision to not hold public consultations: *The Welsh Language Standards (No. [Health Sector]) Regulations 2016* (Welsh Government 2016j). The Welsh Government made this exception because of the *Welsh Language Commissioner's Standards Report – Schedule 5(1): Public Authorities – Section 64 Welsh Language (Wales) Measure 2011* (Welsh Language Commissioner 2015c), henceforth *Welsh Language Commissioner's Standards Report–Schedule 5(1)* (Welsh Language Commissioner 2015c), which concluded that:

As primary care is the first point of contact for the majority of the public in terms of the health service, the Welsh Language Commissioner believes that it is essential to ensure consistency in terms of linguistic behaviour across the health service in Wales in its entirety. As a result, primary care services providers must be subject to the Welsh language standards under the same statutory framework as the health organisations that were subject to this standards investigation.

Therefore, the Commissioner concludes that additional standards are needed to enable this to happen (Welsh Language Commissioner 2015c, p. 73).

This conclusion was made as a result of the findings of *My Language, My Health: The Welsh Language Commissioner's Inquiry into the Welsh Language in Primary Care* (Welsh Language Commissioner 2014).

However, the primary care organisations—general practice (GP), dental, ophthalmic, and pharmacy services—that the conclusion concerns were not interviewed as part of the Welsh Language Commissioner's second investigation that culminated in the *Welsh Language Commissioner's Standards Report – Schedule 5(1)* (Welsh Language Commissioner 2015c). Consequently, the Welsh Government decided that further work with representatives from the sector—the potential regulatees—was needed to determine whether new Standards would be required and that a public consultation would result from it (Welsh Government 2015g, p. 13).

The two consultation documents the Welsh Government provided concerning the health Standards are *Welsh Government Consultation Document: Welsh Language Standards (Health Sector) Regulations: Improving services for Welsh speakers* (Welsh Government 2016e) and *The Welsh Language Standards (No. [Health Sector]) Regulations 2016* (Welsh Government 2016j). The latter was described previously in this section and is discussed further within the section. The former introduces the latter and discusses how the Standards would be implemented within the health sector. The Standards were created with the Welsh language in health and social care policy, *More than just words* (Welsh Government 2012b), in mind; noting that the policy “will continue to provide the wider policy infrastructure within which the standards will sit and will continue to be an

important policy document for the sector that will support the implementation of standards” (p. 4). *More than just words* (Welsh Government 2012b) is discussed in more detail in section 2.2.2.4.

One item in the consultation document that proves particularly relevant to the reasoning for the Welsh Government’s decision to hold a public consultation concerning these regulations, is that “the standards do not apply when a body provides primary care services (whether provided directly or contracted), except as described in Part 2” (Welsh Government 2016e, p. 10). These exceptions have become new Standards in the consultation—Standards 83–97, 107, and 107A—which all revolve around Health Board responsibilities when it has a relationship with primary care services, such as translating documents and signs and providing information to the public about the availability of Welsh language services (Welsh Government 2016e, p. 12). None of the Standards concern requiring the provision of Welsh language services by primary care organisations. Although in this instance there was a public consultation on the Standards presented, again the “citizen appears to have been allowed much less of a voice than the regulatee”, as Mac Giolla Chríost (2016, p. 90) puts it; in that the decision on whether to include primary care organisations under the purview of the Standards has already been made by the Welsh Government, after speaking with primary care organisations as opposed to the public. However, that is not to say that the Welsh Government does not have legitimate reasons for choosing to exclude primary care from the Welsh Language Standards. This is discussed below.

According to the Welsh Government, the decision not to require primary care organisations to provide Welsh language services was for two

reasons: bureaucracy and capacity. Concerning bureaucracy, there were two approaches explored as a way to place Standards on primary care organisations: individually or through Health Boards. It was the opinion of the Welsh Government (2016e) that given there are:

approximately 460 GP surgeries and 2,000 GPs, 1,500 dentists, 800 optometrists and 700 community pharmacies across Wales [... that] range from single-handed providers to large companies [... it] would be excessively bureaucratic [to require] the Commissioner to issue compliance notices to each individual contracted provider and regulate each contracted provider. We don't believe that the bureaucracy involved in this approach is justified or that it would achieve the anticipated outcomes of the Measure (p. 11).

Yet, the other option of extending the Standards placed on Health Boards—Standards 1–82—to primary care was not found to be acceptable either, as it “would make the Health Boards responsible for any failure to comply with the standards by one of the primary care providers despite the fact that they do not have any direct influence on the individual provider” (Welsh Government 2016e, p. 11). In addition to these bureaucratic concerns, the Welsh Government (2016e) stated that:

Another significant factor in our consideration was the capacity within individual primary care providers to be able to offer Welsh language services to the same extent as the Health Boards and trusts, and how they would be able to comply with standards in practice (Welsh Government 2016e, p. 12).

Hence, even if there was a bureaucratic solution, the lack of Welsh language capacity would still be a barrier to bilingual provision in primary care.

Returning to the contextualisation of the Welsh Language Standards, it is important to note that although the current six sets of Standards and draft Standards vary, all operate within same five areas: service delivery, policy making, operational, promotion, and record keeping (Welsh Language Commissioner 2015b, p. 4). The three sets of Standards and draft Standards that concern the sectors discussed in this research are *The Welsh*

Language Standards (No. 1) Regulations 2015 (Welsh Government 2015f), *The Welsh Language Standards (No. 4) Regulations 2016* (Welsh Government 2016h), and *The Welsh Language Standards (No. [Health Sector]) Regulations 2016* (Welsh Government 2016j).

Within *The Welsh Language Standards (No. 1) Regulations 2015* (Welsh Government 2015f) operational Standards, section 5, Standards 127–135 are those “Standards relating to a body developing Welsh language skills through planning and training its workforce” (pp. 50-51). Those Standards that focus on building bilingual capacity are (Welsh Government 2015f, pp. 50-51):

- Standard 127: You must assess the Welsh language skills of your employees
- Standard 130: You must provide opportunities during working hours—
 - a) for your employees to receive basic Welsh language lessons, and
 - b) for employees who manage others to receive training on using the Welsh language in their role as managers.
- Standard 131: You must provide opportunities for employees who have completed basic Welsh language training to receive further training free of charge, to develop their language skills.
- Standard 132: You must provide training courses so that your employees can develop—
 - a) awareness of the Welsh language (including awareness of its history and its role in Welsh culture);
 - b) an understanding of the duty to operate in accordance with the Welsh language standards;
 - c) an understanding of how the Welsh language can be used in the workplace.
- Standard 133: When you provide information to new employees (for example by means of an induction process), you must provide information for the purpose of raising their awareness of the Welsh language.

In *The Welsh Language Standards (No. 4) Regulations 2016* (Welsh Government 2016h) operational standards, section 5, Standards 121-130A are those “Standards relating to a body developing Welsh language skills through planning and training its workforce” (pp. 50-52). Those Standards

that focus on building bilingual capacity are (Welsh Government 2016h, pp. 50-51):

- Standard 121: You must assess the Welsh language skills of your employees
- Standard 124: You must provide opportunities during working hours—
 - a) for your employees to receive basic Welsh language lessons, and
 - b) for employees who manage others to receive training on using the Welsh language in their role as managers.
- Standard 125: You must provide opportunities for employees who have completed basic Welsh language training to receive further training free of charge, to develop their language skills.
- Standard 128: You must provide training courses so that your employees can develop—
 - a) awareness of the Welsh language (including awareness of its history and its role in Welsh culture);
 - b) an understanding of the duty to operate in accordance with the Welsh language standards;
 - c) an understanding of how the Welsh language can be used in the workplace.
- Standard 127: When you provide information to new employees (for example by means of an induction process), you must provide information for the purpose of raising their awareness of the Welsh language.

In *The Welsh Language Standards (No. [Health Sector]) Regulations 2016*

(Welsh Government 2016j) operational Standards, section 5, Standards 137-147A are those “Standards relating to a body developing Welsh language skills through planning and training its workforce” (pp. 60-62). Those Standards that focus on building bilingual capacity are (Welsh Government 2016j, pp. 60-61):

- Standard 137: You must assess the Welsh language skills of your employees
- Standard 141: You must provide opportunities during working hours—
 - a) for your employees to receive basic Welsh language lessons, and
 - b) for employees who manage others to receive training on using the Welsh language in their role as managers.
- Standard 142: You must provide opportunities for employees who have completed basic Welsh language training to receive further training free of charge, to develop their language skills.
- Standard 143: You must provide training courses so that your

employees can develop–

- a) awareness of the Welsh language (including awareness of its history and its role in Welsh culture);
 - b) an understanding of the duty to operate in accordance with the Welsh language standards;
 - c) an understanding of how the Welsh language can be used in the workplace.
- Standard 144: When you provide information to new employees (for example by means of an induction process), you must provide information for the purpose of raising their awareness of the Welsh language.

As one can see, the three sets of Standards and draft Standards that cover the health and social sectors require the same operational Standards concerning building bilingual capacity in the workforce, albeit under different standard numbers.

2.2.2 Policies

Now that these statutes and the Welsh Language Standards have been contextualised, the next step is to identify the policies supporting their implementation. However, before doing so, one point must be made. The purpose of this policy review is not to evaluate the effectiveness of policies in regards to their intentions of providing Welsh language education and/or Welsh language services. Rather, the purpose is to identify the policies' contributions to building the language capacity of the workforce. Within the following sections, whether and/or how the policies implemented actions/schemes work to increase and/or maintain bilingual language capacity of the education and health and social sectors' workforces is discussed.

2.2.2.1 National Welsh Language Strategy

The purpose of the Welsh Government's Welsh language strategy⁵ A

⁵ At the time this research was conducted, the Welsh Government's Welsh language strategy was *A living language: a language for living: Welsh Language Strategy 2012-17* (2012a). On 1 August 2016, the Welsh Government published its consultation document, *Consultation on a Welsh Government draft strategy: a million Welsh speakers by 2050*

living language: a language for living: Welsh Language Strategy 2012-17 (2012a), henceforth *A living language: a language for living* (2012a), is “to bring about an increase in the numbers able to speak Welsh, and in those who use Welsh on a daily basis” (Welsh Government 2012a, p. 19) . One of the biggest changes from its predecessor, *Iaith Pawb [Everybody’s Language]: A National Action Plan for a Bilingual Wales* (Welsh Assembly Government 2003), from here known as *Iaith Pawb* (Welsh Assembly Government 2003), was the abolishment of the Welsh Language Board and the focus on the Welsh Language Standards. Although the Welsh Language Commissioner assumed many of the Welsh Language Board’s functions, the Welsh Government was also to “inherit from the Welsh Language Board a central and highly significant role with regard to promoting the use of Welsh” (Welsh Government 2012a, p. 6). Concerning the Standards, the strategy states:

Welsh language promotion standards will impose duties on the Welsh Government and local authorities across Wales to promote the use of Welsh more widely and to support and encourage its use within the communities they serve [...] Through the system of standards, we have an opportunity to focus on the delivery of services that can make a real difference as far as the language is concerned (Welsh Government 2012a, pp. 3-4).

So, in focusing on “the delivery of services”, the next section will address how much focus is put on bilingual capacity building in order to deliver those services.

One focus is through the Welsh Government’s *Welsh-medium Education Strategy* (Welsh Assembly Government (2010b), which is discussed in detail in section 2.2.2.3. *A living language: a language for*

(Welsh Government 2016a). A final strategy (Welsh Government 2017b) and associated work plan (Welsh Government 2017c), based on this consultation, was published in July 2017 and is discussed at the end of this thesis, in Chapter 6.

living (Welsh Government 2012a) states that the *Welsh-medium Education Strategy* (Welsh Assembly Government (2010b) “has put measures in place to ensure that the workforce of the future will be equipped with Welsh language skills” (Welsh Government 2012a, pp. 19-20). Yet, as stated previously in section 2.1, relying on education to increase bilingual capacity in the workforce is a long-term solution that will take generations to accomplish.

Concerning current workforce development, in *A living language: a language for living*, “Strategic area 4: The workplace” (Welsh Government 2012a, pp. 37-39), the Welsh Government establishes “matters relating to proficiency in Welsh language skills” as one barrier to the use of Welsh in the workplace. Action Point 28 seeks to solve this problem, as it states it will “[p]romote the recognition of Welsh as a skill in the workplace and develop opportunities for people to learn Welsh in the workplace through the Welsh for Adults Centres” (Welsh Government 2012a, p. 39).⁶

However, in “Strategic area 5: Welsh-language services” (Welsh Government 2012a, pp. 40-44), there is no mention of capacity building in order to provide public services. Although the strategy illustrates barriers to accessing services, available bilingual capacity is not one of them, stating that “the main barriers include a lack of supply of services in Welsh by those bodies who are not operating Welsh language schemes, a low uptake of services due to lack of confidence among non-fluent Welsh speakers and a lack of awareness that services are provided in Welsh” (Welsh Government 2012a, p. 40). This omission could indicate either there not being a shortage of capacity or the Welsh Government choosing to not

⁶ The National Centre for Learning Welsh is the national body responsible for all Welsh for Adults Centres, as will be noted in section 2.2.2.2.

publicise the lack of capacity to provide Welsh language services.

2.2.2.2 Workforce and Skills Policies

Additionally the Welsh Government's *Policy statement on skills* (Welsh Government 2014a) states that a "Skills Gateway to support employers to identify and take action on the skills of their workforce [...] highlighting the potential business benefits associated with Welsh language skills" (p. 15) would be developed online, and it has been. On its "Welsh in Business" (Welsh Government 2015e) webpage, the Welsh Government makes "a strong business case for companies to use" Welsh, which includes (Welsh Government 2015e):

- Providing a bilingual service improves the quality of your customer service.
- It can attract more business through the door—it reflects local service that shows respect for the community and is a sure way of gaining customer loyalty.
- It's a way of engaging more closely with customers, old and new.
- You do not have to spend twice as much to offer twice the service—on both languages.
- Outside Wales it strengthens the Welsh business brand.

In addition to making the business case, the webpage also gives links to "Help for Businesses" to start using Welsh. One of these links pertains to capacity building, i.e. Welsh for Adults, stating that "If you or your staff want to learn or improve your Welsh then Welsh for Adults centres have dedicated teams of tutors who work with businesses to tailor special courses" (Welsh Government 2015e). Welsh for Adults Centres are local centres that provide a variety of Welsh language courses to the public. Although the National Centre for Learning Welsh is the "national body responsible for all aspects of the Welsh for Adults education programme" (Welsh Government 2015d), colloquially, the programme is referred to as Welsh for Adults. As a method of training, Welsh for Adults is discussed in

Chapter 6 of this thesis. Concerning what help the Welsh Government can provide to businesses, it links to its “special online resource [developed] to help the use of Welsh in the workplace for businesses” (Welsh Government 2015e). The “Welsh Workplace” (Welsh Government 2015c) resource is an online self-assessment tool that “helps employers in the private, public and voluntary sector to assess their [staff’s] language skills” which would enable employers to both “plan strategically the organisation’s capacity to deliver services through the medium of Welsh, and; help plan a Welsh in the Workplace training programme effectively” (Welsh Government 2015c). Unfortunately, during this research, the self-assessment tool has been unavailable as the “website is being re-developed to ensure the service is sustainable in the long term” (Welsh Government 2015c); therefore, further investigation of this resource has been not been possible.

Along with its policy statement, the Welsh Government (2014b) also published its *Skills implementation plan: Delivering the policy statement on skills*, the purpose of which was “to translate the high-level priorities within the policy statement on skills into delivery. The plan sets out key policy actions which will take place between now and 2016–17. These will provide the basis for future employment and skills policy interventions over the next decade” (p. 3). While reviewing the key policy actions, it was disconcerting to see that, aside from Welsh-medium education, the only mention of Welsh in terms of language skill development was through the Skills Gateway website (Welsh Government 2015e). The fact that there were no non-Welsh-medium training/education capacity building items in place was incongruent with strategy, given that these policy actions are to be the basis for interventions in the next decade of employment and skills policy. It can

be argued that the lack of a focus on Welsh language skills development strategies within its policies is highly problematic if the Welsh Government wants to promote Welsh as a skill for the workplace, as it states in action point 28 of its Welsh language strategy (Welsh Government 2012a, p. 39).

This lack of focus can be interpreted as inadequate strategic leadership concerning Welsh language and the workplace, which is addressed in *Language, Work and Bilingual Services* (Thomas et al. 2016), a report from the Working Group on the Welsh Language and Local Government. As Thomas et al. (2016) states,

Following the abolition of the Welsh Language Board, a number of Local Authorities and others have expressed concern that there is a leadership gap in terms of national linguistic strategy, national campaigns and defects in the practical support given to them in implementing the Standards, raising ambition and sharing good practice. This is happening at a time when there is a real need for leadership and support with statutory duties coming into force. The Working Group believes that this reflects wider weaknesses in the strategic framework, statute and infrastructure for the Welsh language (p. 8).

Part of this “leadership gap” comes from confusion on whose role it is to promote the Welsh language in the Board’s absence: the Welsh Language Commissioner or the Welsh Government? Both are supposed to share responsibilities, yet as Mac Giolla Chríost (2016) states, “there is a significant conceptual shift with regard to the function of promotion and how that pertains to the office of the Commissioner during the policy and legislative cycle of the Measure” (p. 122), where there is a perceived dilution of the Commissioner’s promotional responsibilities from statutory promotion to the more general sense of language promotion. Indeed, the perception of the working group and their witnesses viewed this to be the case:

maybe in view of [the Commissioner’s] regulatory role and the

detailed work involved in setting the Standards for a great number of organisations, it is not surprising that there is a general perception that promotional and facilitating work has abated somewhat [...] The opinion of the Working Group and of the majority of witnesses, however, was that the Welsh Government is the natural body to undertake these leadership functions, with the power to create policy and to propose legislation under the auspices of the Welsh Ministers, scrutinised by the National Assembly's committees.

We believe that a language planning powerhouse is required within the Welsh Government with the skills and expertise to provide clear leadership. The perception is that the current department has developed expertise in community language planning, but that there is now a need to focus more on supporting public bodies (Thomas et al. 2016, pp. 8-9).

Hence, in order to support local authorities, the Welsh Government must fill in the promotional vacuum left by the abolition of the Board. With only the Welsh Language Standards and little to no strategic workforce planning to help build and support a bilingual workforce to fulfil those Standards, it is very possible that there could be, as some of the witnesses indicated in the report, "token compliance, rather than transforming culture and creating organisations which operate naturally in two languages" (Thomas et al. 2016, p. 4). Concerning the working group's strategic leadership recommendations, the Welsh Government (2016b) responded that the *Consultation on a Welsh Government draft strategy: a million Welsh speakers by 2050* (Welsh Government 2016a) had recently been published and would be made final in 2017, and that

Raising awareness of the scope and importance of the Welsh language in our public life is an integral part of the Welsh Government's efforts to promote the Welsh language under our current strategy, and that will continue into the future under the aegis of the new strategy (p. 5).

In July 2017, the Welsh Government (2017b) published the final version of the new strategy: *Cymraeg 2050: A million Welsh speakers*. Whether the Welsh Government's new strategy will be able to meet the demands of the

working group remains to be seen.

Concerning workforce training, Thomas et al. (2016) found that “Achieving the aim of a bilingual workforce is impossible unless Welsh language training for adults, and particularly Welsh language training in the workplace is transformed” (p. 16). By “transformed”, the working group means to transform Welsh in the workplace course from general Welsh language lessons into a more fit-for-purpose course:

Having heard the evidence, the Working Group is of the opinion that the priority for Welsh for adults is Welsh in the workplace, but it must be explicit that the purpose of the training is to help public services fulfil their statutory duties. [...] Crucially, Welsh language training provision for the workplace must be suitable for the needs of business, that is, to help public bodies meet their statutory duties and to implement local language policies. The business is the customer, not the individual who is receiving the training (Thomas et al. 2016, p. 17).

Indeed, what the working group has in mind is similar to a scheme within the education sector whereby teachers learn Welsh for the purpose of teaching Welsh to their students: the Welsh National Sabbatical Scheme. This scheme is examined in section 2.2.2.3.1. The Welsh Government (2016b) response to the working group’s recommendations concerning workforce training recognised “the importance and urgency of a national strategy revising and improving provision for Welsh in the workplace, in order to assist and support institutions and public services, not only to comply with the standards regime but to be ambitious and innovative with the Welsh language” (p. 9) and discussed the National Centre for Learning Welsh’s 2016/2017 strategic plan concerning the development of a Welsh in the Workplace Strategy. The National Centre for Learning Welsh (2017d) recently launched *Cymraeg Gwaith* | Work Welsh, and this programme is discussed in section 6.4.3.2.1.

2.2.2.3 *Education Policies*

The macro language policy of the *A living language: a language for living* (Welsh Government 2012a, p. 4) “does not go into significant detail on the education system” as a result of the meso language policy *Welsh-medium Education Strategy* (Welsh Assembly Government (2010b) having been published. However, it does make it clear that:

There is no question that the education system has a vitally important role in the future of the language [... and some of] The aims of the Welsh-medium Education Strategy are to: [...]

- ensure that all learners develop their Welsh language skills to their full potential and encourage sound linguistic progression from one phase of education and training to the next
- ensure a planned Welsh-medium education workforce that provides sufficient numbers of practitioners for all phases of education and training, with high-quality Welsh language skills and competence in teaching methodologies (Welsh Government 2012a, p. 15)

This focus on the workforce is twofold: one, the aim of bilingual education is to build the bilingual capacity of the general workforce over generations; two, that there be “sufficient” bilingual capacity of the education workforce to ensure that the first aim be accomplished. Yet, the order of these aims should be switched. In order to ensure that the children of Wales become bilingual through the education system thereby building the capacity of the bilingual workforce, there must first be an education workforce with the bilingual capacity in order to effectively teach those children. As promised, this macro language policy does not go into detail about Welsh-medium education, including how the bilingual capacity of the education workforce should be increased. Instead, this responsibility is left to the meso language policy.

Meso language policies are ones that concern the sector-level, which in the education sector’s case is its language policy *Welsh-medium Education Strategy* (Welsh Assembly Government 2010b). The ambition

set out in this policy is one:

for a country where Welsh-medium education and training are integral parts of the education infrastructure. We want to ensure that our education system makes it possible for more learners of all ages to acquire a wider range of language skills in Welsh. This will enable them to use the language in their personal lives, socially and in the workplace (Welsh Assembly Government 2010b, p. 4).

The key to making it “possible” is having the bilingual capacity within the education workforce to effectively use and teach Welsh to learners.

Consequently, the strategy identifies strategic objectives including:

- SO4.1: Plan for sufficient numbers of suitable Welsh-medium and Welsh-language practitioners entering the workforce.
- SO4.2: Develop appropriate initial and Early Professional Development (EDP) training for all practitioners using the Welsh language in education.
- SO4.3: Develop a national infrastructure for regional delivery of in service Continuing Professional Development (CPD) training for Welsh-medium/bilingual and Welsh-language skills for all sectors (Welsh Assembly Government 2010b, pp. 39-40).

While these strategic objectives are all an answer on how to build capacity, it is the third that is of interest to this research, as it focuses on building the bilingual capacity of the current education workforce as opposed to recruitment and higher/further education courses. In order to meet this objective, the action to be taken by the Welsh Government is to “Improve the linguistic skills of practitioners in all sectors by providing opportunities for training through different models of the Sabbatical Scheme in a national framework” (Welsh Assembly Government 2010b, p. 40). The next section therefore outlines the Welsh National Sabbatical Scheme and introduces the subject of whether it is an effective model for practitioners’ language training.

2.2.2.3.1 Welsh National Sabbatical Scheme

Iaith Pawb (Welsh Assembly Government 2003) established that, in order to meet its goal for more pupils to be educated through the medium of

Welsh or bilingually, “it is crucial that there are sufficient teachers available to teach through the medium of Welsh, at all levels” (p. 42). The Welsh Assembly Government felt that the population of bilingual teachers at the time could not by itself move forward with the bilingual provision asked of them (Welsh Assembly Government 2003, p. 42). In order to solve this problem and increase the capacity of the education workforce to supply bilingual provision, *Iaith Pawb* (Welsh Assembly Government 2003) confirmed that:

the Assembly Government will introduce a pilot programme of intensive Welsh language training for qualified teachers by offering immersion learning in sabbaticals. The programme will cover all levels but, initially, support will be concentrated on teachers at the early years and primary level [... and planned for participation of] 100 teachers on three month sabbatical per year. (Welsh Assembly Government 2003, p. 42 and 45)

£1 million in funding per year from 2005-2006 was given to finance the pilot scheme (Welsh Assembly Government 2003, p. 41).

Consequently, in 2005, the Welsh National Sabbatical Scheme was created, although the pilot scheme was named the National Practitioners’ Training Programme (NPTP). Described by the Welsh Assembly Government (2006) as a “ground-breaking scheme”, its purpose was to “offer Welsh language and pedagogical training to boost the number of bilingual practitioners across Wales” (p. 36). Targeted participants were “people who speak Welsh reasonably fluently, but who lack the confidence, technical vocabulary or grammatical skills to teach their specialist subjects through the medium of Welsh” (Old Bell 3 and Dateb 2010, p. 7). In total, from 2005-2007, the Welsh Assembly Government allocated a budget of £3,439,762 to the scheme, which covered the development and running of the programme along with supply cover for the practitioner attending the

scheme (Old Bell 3 and Dateb 2010, p. 7). Course started in January 2006 and continued through 2007. Bangor University was chosen as the chief developer of NPTP, “on the basis of its unparalleled expertise in the teaching of Welsh (including immersion programmes), in Welsh medium/bilingual pedagogy and in developing Welsh medium learning resources”, and partnered with Cardiff University to deliver the scheme (Old Bell 3 and Dateb 2010, p. 7).

After an initial evaluation’s “encouraging” findings (Old Bell 3 and Dateb 2010), the pilot was extended through 2009, as the Welsh Assembly Government stated in three consecutive *Iaith Pawb and Welsh Language Scheme Annual Reports* (Welsh Assembly Government 2008, p. 27), (Welsh Assembly Government 2009, p. 11), (Welsh Assembly Government 2010a, p. 8): “The key aspect of ensuring the continued expansion of Welsh medium educational provision is to ensure that there are sufficient practitioners who can work in Welsh”. A further £3 million was allocated for 2007-2009 (Old Bell 3 and Dateb 2010, p. 10). Upon the end of the pilot period, if the evaluation found the scheme to be effective, then the scheme would become part of the *Welsh-medium Education Strategy* (Welsh Assembly Government 2010b).

Old Bell 3 and Dateb (2010) in partnership produced a detailed evaluation for the Welsh Assembly Government on the NPTP pilot scheme.

This report:

showed clearly that participation in the NPTP led to a measurable growth in the proportion of teaching done through the medium of Welsh upon former participants’ return to work. In short, those who used Welsh for professional purposes before participating in the NPTP did so to a greater extent afterwards, and those who did not use Welsh beforehand, did so to at least some degree afterwards (Old Bell 3 and Dateb 2010, p. 49).

As a result of the pilot scheme being found to be effective in increasing the amount of Welsh used in teaching and for professional purposes used by participants upon returning to school, the scheme was embedded in the *Welsh-medium Education Strategy* (Welsh Assembly Government 2010b, p. 4). Indications are that it will continue to be embedded in the new strategy (Welsh Government 2016d) as well.

In addition to the NPTP, the Welsh Assembly Government supported the Sabbaticals Scheme in Pembrokeshire during this period. Until 2008, the Athrawon Bro—the “central plank of Welsh language support services for schools” (Old Bell 3 et al. 2011, p. 4)—were providing:

what amounted to a peripatetic Welsh language teaching service, under Service Level Agreements, to schools in the south of the county, where less Welsh is spoken. Whilst this approach enabled all schools to offer pupils at least some knowledge of Welsh, it did little to encourage schools to truly take ownership of teaching the language as a subject or to use it as a medium for teaching and communicating (Old Bell 3 et al. 2011, p. 47).

Consequently, Pembrokeshire made changes to encourage schools to “take ownership” of Welsh teaching, including: adopting a policy of encouraging English-medium schools to hire a member of staff with the ability and willingness to work bilingually; and reducing the number of Athrawon Bro from 15 to 8 (Old Bell 3 et al. 2011, pp. 47-48). This smaller team would not have the availability to teach Welsh to students as they had previously, meaning the schools would have to step up and take responsibility for teaching Welsh to their students. In order to aid schools in this transition, the Sabbaticals Scheme was sponsored by the Welsh Assembly Government and developed and delivered by Trinity College, Carmarthen and South West Wales Welsh for Adults Centre, targeting “practitioners with little prior knowledge of Welsh” who would undertake “three months’ intensive

training in the Welsh language, in how to teach Welsh and in how to use Welsh as a medium for teaching other subjects” (Old Bell 3 et al. 2011, p. 74). No research has been published as to the effectiveness of this scheme, although Old Bell 3 et al. (2011) in their *Review of the Welsh Language Support Service for Schools* noted the Sabbaticals Scheme in two case studies and recommended the “Welsh Assembly Government working with relevant stakeholders to develop and pilot an all-Wales language skills development programme for practitioners with little or no Welsh, drawing on those stakeholders’ experiences of delivering [...] the Sabbaticals Scheme” (p. 8). From 2010 to 2012, the University of Wales Trinity Saint David (UWTSD) wrote and piloted the *sylfaen* | foundation level course of the Welsh National Sabbatical Scheme targeted at English-medium primary school teachers (University of Wales Trinity Saint David 2015a). In 2012, the UWTSD also wrote and piloted the *mynediad* | entry level course of the Welsh National Sabbatical Scheme targeted at English-medium teaching assistants (University of Wales Trinity Saint David 2015b). After their trial periods, both courses were included as permanent courses of the Welsh National Sabbatical Scheme.

The Welsh National Sabbatical Scheme as it is structured now is a combination of the NPTP and Pembrokeshire Sabbaticals Scheme. Bangor University, Cardiff University, and the UWTSD are all providers. The courses offered include a *mynediad* | entry level course targeted toward teaching assistants, a *sylfaen* | foundation level course targeted toward primary teachers from English-medium schools, and *uwch* | higher level block and distance learning courses targeted toward teachers from Welsh-

medium schools.⁷ Also, depending on the course, either a diploma or Higher Education (HE) credits are awarded if all assessments set out by the Welsh Joint Education Committee (WJEC) are passed.

The Sabbatical Scheme leading to “a measurable growth in the proportion of teaching done through the medium of Welsh upon former participants’ return to work” (Old Bell 3 and Dateb 2010, p.49) indicates that the scheme is a language capacity building and strengthening model, in that it increases participants’ ability and willingness to use Welsh in teaching. However, the scope of the NPTP report by Old Bell 3 and Dateb (2010) did not include investigating the extent of the programme’s effects on the participants’ Welsh skills. Additionally, at the time this thesis’ research began, there had been no published research regarding the *sylfaen* | foundation level course of the Sabbatical Scheme. As a result of this research deficiency, it was decided that a focus of this thesis would be to investigate the effectiveness and best practices of the *sylfaen* | foundation level course in increasing participants’ levels of fluency in Welsh and confidence in using Welsh in teaching. This investigation became the Sabbatical Scheme Case Studies, as seen in Chapter 4. After the case studies fieldwork was conducted, Arad (2014) published a review of the Sabbatical Scheme that found that the “Sabbatical Scheme has helped schools to strengthen their Welsh language ethos and introduce more incidental use of Welsh. Evidence of the impact on learners’ skills levels is less apparent” (p. 3). This finding about the lack of evidence concerning learners’ skills levels reinforces the need for this investigation.

⁷ In July 2017, the Welsh Government (2017a) announced a new yearlong sabbatical scheme course aimed at English-medium primary school teachers. This course is discussed in section 6.2.3.

2.2.2.4 *Health and Social Care Policies*

Concerning health and social sectors specifically, the macro language policy, *A living language: a language for living* (Welsh Government 2012a), did identify the sector as a priority, as “for many, language in this context is more than just a matter of choice—it is a matter of need” (Welsh Government 2012a, p. 42). The notion that language within health and social care is a need rather than a choice is one that is supported by the literature from the field, which is discussed in section 2.3.1. Additionally, the strategy stated it is:

evident that the provision of Welsh-language services remains piecemeal and too often it is a matter of chance whether people receive Welsh-language health and social care services. We will, therefore, publish a Strategic Framework for Health and Social Care aimed at ensuring a more strategic approach to strengthening bilingual services. Alongside the imposition of standards on the sector, the strategic framework will improve the experience of patients and service users who either choose, or have a need for, services through the medium of Welsh (Welsh Government 2012a, p. 42).

The strategy itself gives no indication as to why services are “piecemeal” or whether it resulted from lack of capacity to support services. However, the strategic framework referred to, an example of meso language policy and first mentioned in section 2.1, did go into specifics.

Mwy na Geiriau... | More than just words... Strategic Framework for Welsh Language Services in Health, Social Services and Social Care (Welsh Government 2012b), henceforth *More than just words* (Welsh Government 2012b), was established by the Welsh Government to identify that language need is an important facet of health and social care and how the sectors should address it. Concerning language need, it establishes that “it is important to recognise the concept of language need. For many Welsh speakers, language is an integral element of their care e.g. some people with

dementia, or who have suffered a stroke, and children under the age of five” (Welsh Government 2012b, p. 6). This assertion is supported by academic literature, seen in section 2.3.1. As a result of this need, the fundamental principle of the policy is the ‘Active Offer Principle’ which requires “moving the responsibility from the user to ask for services through the medium of Welsh, to the service which must ensure it provides them” (Welsh Government 2012b, p. 12). The next section will address how this principle is put into practice.

Putting the ‘Active Offer’ into practice may seem simple at first. The ‘Active Offer Principle’ was first put forward to the National Assembly for Wales by Colin H. Williams to the Welsh Assembly when giving evidence concerning the then proposed *Welsh Language (Wales) Measure*. He stated, that with Standards, there was a “need to ensure that an ‘active offer’ underpins any service” and referred to how “Canada insists that those delivering bilingual front-of-house services have to speak basic-level French and English. So, they provide a service, rather than pretend to provide a service. That is a statutory requirement of any federal service provided” (Mac Giolla Chríost 2016, p. 77). When it comes to the consideration of the Canadian ‘Active Offer’ model, Mac Giolla Chríost (2016) disputes Williams’ assertions, stating:

the concept of the active offer varies very considerably across Canada. It may be understood as, ‘answering the telephone with “Bonjour,” and nametags and or signage identifying French-speaking health care professionals’ or it may take the form of the office or facility taking steps to ‘clearly indicate that services are available in both official languages’ and that the office ‘has sufficient bilingual staff on hand to provide its services in both official languages at all times’. Moreover, it is simply not the case that the active offer is a requirement of all federal services; rather, it is subject to a range of conditions at the federal, provincial and territorial levels. (p. 78)

Hence, in Canada, there are variations in understanding on how and when to actively offer French language services within health care; making it more of a complex principle than at first advertised.

Concerning *More than just words* (Welsh Government 2012b) and the ‘Active Offer’, Mac Giolla Chríost (2016) commented that the policy does not “conceive[...] of the active offer in a wholly coherent manner” (p. 88). This comment reflects the health and social sectors’ confusion as to what the ‘Active Offer’ means in practice. In response to this confusion, the Welsh Government developed *More than just words... Delivering the ‘Active Offer’ Information Pack* for both the health (Welsh Government 2015a) and social services and social care (Welsh Government 2015b) sectors. In these information packs, the ‘Active Offer’ is described as:

providing a service in Welsh without someone having to ask for it. The Welsh language should be as visible as the English language [...] creating a change in culture that takes the responsibility off the service user to ask [...] Providing a service that is service-user centred [...] What this means in practice is providing a tailor-made service that enables the individual to be assured that he/she is in control and fully understands the services being offered [...] means not making assumptions that all Welsh speakers speak English anyway! It ensures Welsh-speaking service users are treated with dignity and respect by asking them what their preferred language is and acting on it [...] What is needed is a proactive approach that ensures language need is identified as an integral part of safe high-quality service provision (Welsh Government 2015a, p. 2) (Welsh Government 2015b, p. 2).

Thus, the main objectives of the ‘Active Offer’ are to inquire at the beginning of service the patient/service user’s preferred language of English or Welsh and then provide health and/or social care services in that preferred language. By doing so, patient/service user-centred care based on

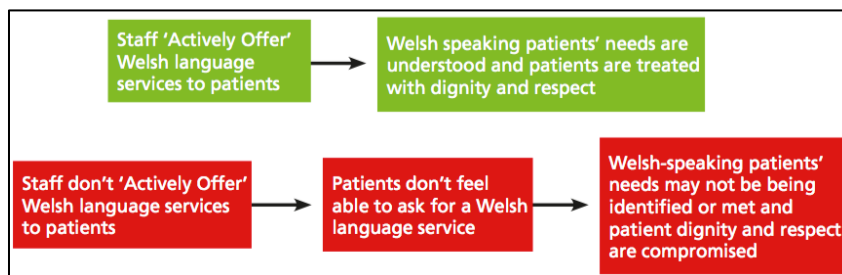


Figure 2: Potential results of actively and not actively offering Welsh language services to patients/service users (Welsh Government 2015a, p. 2), (Welsh Government 2015b, p. 2)

need, dignity, and respect will result. This can be seen in **Error! Reference source not found.**, which illustrates in a simplified manner the potential results of actively and not actively offering Welsh language services to patients/service users.

Now that the ‘Active Offer Principle’ has been established, this section addresses how the policy proposes providers put the principle into action. The information packs emphasise that this can be done in “many different ways and does not need to be costly. It may be challenging in some areas due to a possible shortage of Welsh speakers, but non-Welsh speakers also have a role to play in delivering the ‘Active Offer’” (Welsh Government 2015a, p. 3), (Welsh Government 2015b, p. 3). This referenced “shortage” of bilingual capacity is discussed later in this section.

Until this point, both the health (Welsh Government 2015a, p. 2) and social services and care (Welsh Government 2015b, p. 2) information packs provided the exact same information concerning the ‘Active Offer’. However, when it comes to expectations of ‘Active Offer’ delivery, the sectors begin to differ, based on the contexts of their workforce and work environments. Within the health sector, the expectation is threefold:

1. Patients are asked to state their preferred language. [...]
2. Language preference is recorded and all services provided after that point reflect the patients’ language needs. [...]
3. The environment in the department is a bilingual one. Ward information and signage are bilingual (Welsh Government 2015a, p.

11).

Health Boards or Trusts are expected to evaluate whether these services can be delivered (Welsh Government 2015a, p. 11). Should there be a need for support in this area, the Welsh Language Officer of the organisation is to provide information of what is available currently in the organisation and signpost to what else is available in the area (Welsh Government 2015a, p. 11). Within the social services and social care sector, there is an expectation that:

- pre-admission assessment includes a language assessment.
- There is an ongoing assessment in respect of how language needs will continue to be met.
- Care delivery is observed to be provided through the medium of Welsh.
- The individual care plan is available in Welsh.
- Members of staff are observed routinely engaging with people using the service through the medium of Welsh. [...]
- Activities are routinely provided in the medium of Welsh or bilingually. [...]
- The physical environment reflects and promotes Welsh culture and language (Welsh Government 2015b, pp. 10-11).

In order to fulfil these obligations, staffing expectations include:

- The key worker system ensures ‘named’ staff members are ‘matched’ to people who are Welsh-speaking.
- There are Welsh speakers in the staff group. Where this is not the case, Welsh-speaking volunteers are recruited.
- Welsh language skills/abilities play a key role in the recruitment and selection process of the service.
- Staff are encouraged to use Welsh in their daily work.
- There is an obvious Welsh ‘learning’ culture within the staff group.
- Welsh language training is available (Welsh Government 2015b, p. 10).

In stating the above, however, the social services and social care pack makes sure to note that “In order to achieve this, **everyone** has a part to play in delivering a Welsh language service, as a Welsh speaker or a non-Welsh speaker” (Welsh Government 2015b, p. 12) and that in many cases “Language consideration does not necessarily mean learning the language.

Remember, you can be language-sensitive by being aware of the cultural needs of individuals” and “Using a small amount of Welsh with those who need to communicate in Welsh demonstrates that you understand their needs and makes individuals feel at ease within their environment” (Welsh Government 2015b, p. 5). The above statements are meant to be inclusionary, encouraging non-fluent Welsh speakers to also provide Welsh language services through language awareness and/or using their limited Welsh language skills in work. As academic literature demonstrates (see section 2.3.1), this is an important way to address language need of service users when there is a shortage of bilingual health and social workers.

With these expectations in place, this section will examine how the health and social sectors are intended to meet them. As stated previously, *A living language: a language for living* (Welsh Government 2012a) describes Welsh language services within health and social care as “piecemeal” (Welsh Government 2012a, p. 42). *More than just words* (Welsh Government 2012b) expands on this, stating:

Currently there is some good practice, but more often than not it is the result of the commitment of individuals, not a planned element of service provision. There is lack of capacity within the workforce and differing levels of understanding among staff regarding the Welsh language as a component of care. There is also inadequate use of the hidden Welsh language skills among the workforce (Welsh Government 2012b, p. 7).

These words were repeated word-for-word in both the *NHS Action Plan:*

Strategic Framework for Welsh Language Services in Health (Welsh

Government 2012c, p. 5) and the *Social services and social care action*

plan: Strategic Framework for Welsh Language Services in Health, Social

Services and Social Care (Welsh Government 2012d, p. 5).

More than just words (Welsh Government 2012b) goes into further detail in section 5.3 “Lack of Welsh language capacity in the workforce and inadequate use of hidden Welsh skills”, maintaining that:

Planning and developing the Welsh language skills of the workforce is crucial to satisfy the needs of Welsh speaking users [...] Without a sensible and mandatory process of collecting meaningful and up-to-date data on workforce language skills within both sectors, it is very difficult for organisations to plan their workforce in a way that meets the needs of the users and communities they serve. Also, a lack of data on Welsh speakers within the workforce impedes not just workforce planning, but also restricts the process of providing appropriate training and support to enable the workforce to develop their Welsh language skills (Welsh Government 2012b, pp. 24-25).

This primary focus on recording the language skills of the workforce is in line with Welsh Language Standards 127 (Welsh Government 2015f, p. 50), 121 (Welsh Government 2016h, p. 50), and 132 (Welsh Government 2016j, p. 60). Indeed, *More than just words* (Welsh Government 2012b) establishes how the first course of action should be to determine the Welsh language skills of the workforce in order to identify capacity and how best to build and develop it.

Once the data on Welsh language capacity in the workforce is available, *More than just words* (Welsh Government 2012b) asserts that:

the Welsh language skills available within these staff must be put to best use and confidence to use Welsh at work developed. There are six centres across Wales that provide language courses for adults and it is vital that the relationship between these and health and care services is strengthened, so tailored programmes can be developed to meet the needs of the workforce (Welsh Government 2012b, p. 27).

Hence, this policy, like the Welsh Government’s Skills Gateway (Welsh Government 2015e), turns to Welsh for Adults in terms of building bilingual capacity within the workforce. However, the policy acknowledges a need for courses targeted toward the health and social sectors. Yet, there is no definite plan described in this policy nor is there any mention of it in

both the health and social services and social care strategies; aside from the indistinct goals to have “workforce planning and associated education and training commissioning to reflect the commitment to strengthen Welsh language services” (Welsh Government 2012c, p. 18) in the health sector and “[t]raining and staff development programmes to increase the capacity of staff to provide services through the medium of Welsh” in both sectors (Welsh Government 2012c, p. 18), (Welsh Government 2012d, p. 18).

Instead, the focus in both strategies is “to initially target training at increasing the confidence of existing Welsh speakers to use the language at work, and to raise awareness among key staff particularly front line staff and service managers” (Welsh Government 2012c, p. 18), (Welsh Government 2012d, p. 18). Thus, the primary aim within the health and social care sectors upon the launch of the *More than just words* (Welsh Government 2012b) policy was to ascertain the language skills of their practitioners and utilise and increase the language use of the bilingual capacity they have, as opposed to increasing capacity itself.

As this was the pilot strategy concerning Welsh language and the health and social sectors, one can understand this policy’s position in moving gradually toward increasing Welsh language capacity by first focusing on the language use of the capacity they have. As the analytical model focusing on capacity and use (Boisvert and LeBlanc 2003, p. 10) from section 2.1.1 illustrates, language use by the bilingual capacity of the workforce is integral to the cycles of increasing capacity and increasing the language of work, which increases the language of service. Yet, increase in use by the current bilingual capacity of the workforce can only do so much. It merely strengthens capacity, as opposed to increasing it. Consequently, if

there is to be a continued building of the bilingual capacity in the workforce, then there must be a shift to focus on capacity building as well.

The question now turns to new policy: once *More than just words* (Welsh Government 2012b) came to an end in 2015, to what extent, if at all, did the follow-on framework expand the focus from increasing use to increasing capacity?

Mwy na Geiriau... | More than just words... Follow-on Strategic Framework for Welsh Language Services in Health, Social Services and Social Care 2016-2019 (Welsh Government 2016c), henceforth *More than just words: Follow-on* (Welsh Government 2016c), retains the ethos of its predecessor in continuing the promotion of the ideas of language need and the importance of the ‘Active Offer’ within health and social care. At its foundation, *More than just words: Follow-on* (Welsh Government 2016c) asserts that:

At the core of all arguments for strengthening Welsh language provision in health, social services and social care, is patient safety, dignity and respect. Care and language go hand in hand and the quality of care can be compromised by the failure to communicate with people in their first language [...] having the option to use services through the medium of Welsh is not always a matter of choice: it can also be a matter of need and vital in securing positive well-being outcomes [...] A lack of services available in Welsh can therefore be seen as a failure to provide basic requirements. Many Welsh speakers feel more comfortable expressing themselves and communicating their needs in Welsh, as they think and live their lives through the medium of Welsh. It can therefore be argued that when services are not available in Welsh; this is a failure to meet a basic requirement (Welsh Government 2016c, pp. 6,9).

Not only does *More than just words: Follow-on* (Welsh Government 2016c) keep the ethos, it becomes more resolute, using far stronger language in that last line to describe what it means to not provide services in Welsh. This escalation in language may be a result of how the original *More than just words* (Welsh Government 2012b) was carried out across Wales.

More than just words: Follow-on (Welsh Government 2016c)

establishes that *More than just words* (Welsh Government 2012b) was not fully successful in fulfilling all of its objectives and that there have been some changes with other policies since 2012, stating:

It is clear that not all of the actions in the first strategic framework have always been successfully implemented, or if they have been implemented, they have not always been implemented consistently across Wales. Given that the original vision which formed the foundation of the first strategic framework remains largely the same, these actions have been brought forward to this follow-on strategic framework's action plan [... Also] there have also been changes to the policy and legislative landscape [...] which have all made a follow-on strategic framework a necessity [...] this follow-on strategic framework's action plan has been strengthened with new and amended actions to ensure that all those responsible for its implementation across health, social services and social care can clearly understand what is required to realise the vision of *More than just words* (Welsh Government 2016c, p. 16).

Hence, as a result of the lacklustre implementation of *More than just words* (Welsh Government 2012b), many of the objectives of *More than just words: Follow-on* (Welsh Government 2016c) are similar to the original. However, similar does not mean the same. As mentioned above, there are other changes to policy that have influenced the creation of *More than just words: Follow-on* (Welsh Government 2016c). The predominate change the policy is referring to is the introduction of the Welsh Language Standards, as described in section 2.2.1.3.1. The framework for *More than just words: Follow-on* (Welsh Government 2016c) “is built upon the foundations laid by the Welsh Language Standards”; and:

The introduction of the Standards should not be seen as an addition to the implementation of *More than just words*... or vice versa. The Standards should instead be viewed as a strengthening of the commitments made in this follow-on strategic framework. By delivering actions from this strategic framework, public bodies will be simultaneously meeting some of the Standards (p. 12).

Consequently, the Welsh Government used both the previous *More than*

just words (Welsh Government 2012b) and the Welsh Language Standards as a foundation for *More than just words: Follow-on* (Welsh Government 2016c). Indeed, it also intends for both the Standards and *More than just words: Follow-on* (Welsh Government 2016c) to be put into place together and not seen as two separate items to be in compliance with, as it has been perceived in the past with *More than just words* (Welsh Government 2012b) and Welsh Language Schemes.

To this end, the Welsh Government (2016c) developed seven objectives to deliver the actions of the strategic framework:

1. National and Local Leadership, and National Policy;
2. Mapping, Auditing, Data Collection and Research;
3. Service Planning, Commissioning, Contracting and Workforce Planning;
4. Promotion and Engagement;
5. Professional Education;
6. Welsh in the workplace; and
7. Regulation and Inspection (p. 3).

These objectives were chosen as:

Each objective relates to a key area where actions are needed in order to deliver the high-quality services that Welsh speakers deserve. This follow-on strategic framework aims to ensure an integrated approach to the delivery of health and social services and social care [...] one single action plan has been developed for both sectors instead of two as in the first strategic framework (Welsh Government 2016c, p. 20).

Out of the seven objectives, only two have actions that concern the Welsh language training of current professionals: one action in Objective 3, Service Planning, Commissioning, Contracting and Workforce Planning (Welsh Government 2016c, p. 39); and two actions in Objective 6, Welsh in the workplace (Welsh Government 2016c, pp. 41, 42).

As with its predecessor, in two of the actions of *More than just words: Follow-on* (Welsh Government 2016c), there is an emphasis on increasing the confidence of current Welsh-speaking staff to use their Welsh

to deliver services:

3.7: Heads of service to develop plans to maximise their ability to provide services in Welsh with their current Welsh-speaking staff [...] Where gaps in the workforce capacity to deliver services in Welsh are identified these should be reflected in the organisation's Bilingual Skills Strategy (Welsh Government 2016c, p. 39).

6.1: Staff training to deliver services in Welsh, focusing in particular on encouraging Welsh speakers to use their language skills in the workplace, will be supported. Language training opportunities and resources to increase the confidence of staff to deliver services in Welsh will also be promoted (Welsh Government 2016c, p. 41).

Hence, in terms of training the current workforce, the focus continues to be on increasing the use of the current capacity that the health and social sectors already have. However, in saying that, within action point 6.1, while it specifically says to focus on current capacity, one can see that a more broad promotion to increasing language training opportunities for staff is also on the agenda. One other action point specifically addresses this area, stating:

6.7: The Welsh Government to work with the National Centre for Learning Welsh to meet the need within the health, social services and social care sectors to develop the Welsh language skills of staff. This will include developing and promoting relevant resources and provision (Welsh Government 2016c, p. 42).

Consequently, in answering the question posed previously on whether *More than just words: Follow-on* (Welsh Government 2016c) expands the focus from increasing use to increasing capacity, the answer is a timid yes. The ethos is certainly there, as *More than just words: Follow-on* (Welsh Government 2016c) acknowledges that:

The development of Welsh language skills within the workforce will be an important element to the success in delivering the Active offer. Welsh Language Officers and Champions in NHS Wales and social services will work to increase the workforce's confidence and ability to provide care in Welsh. This will be undertaken through the provision of language training opportunities and other resources to improve staff confidence in delivering care in Welsh. This will be promoted to staff by Chief Executives and the Board of NHS Health

Boards and trusts and Directors of social services. Staff training will also support staff development to deliver care in Welsh, focusing in particular on encouraging Welsh speakers to use their language skills in the workplace (Welsh Government 2016c, p. 26).

However, the answer appears to be merely a timid ‘yes’ because, while the Welsh Government does have plans to work with the National Centre for Learning Welsh to develop a provision for the health and social sectors to increase the bilingual capacity of their workforces, this work is in its infancy and nothing about this future provision has been published. Hence, almost all of the focus of this new follow-on strategy is to continue to pursue strengthening Welsh language services capacity through increasing the use of their current Welsh speaking capacity.

When reviewing Welsh language policies of the health and social sectors, one can attest to bilingual capacity building being seen as a necessity in moving forward towards truly bilingual health and social sectors. However, at the moment, there is more focus on increasing use to strengthen capacity as opposed to increasing capacity itself. Although there may be opportunities on a local level to increase capacity through Welsh language training in the workforce with Welsh for Adults courses, there are no systemic programmes or schemes currently to tackle this issue across the board, as there is in the education sector with the Welsh National Sabbatical Scheme.

2.3 Further Literature

As seen in Kaplan and Baldauf (1997) and Liddicoat (2013), it is accepted within the language policy and planning field that bilingualism in education is important for the continuation of minority languages. Within the Welsh health and social sectors, there has not always been a similar acceptance that accessing bilingual services is necessary, because of the

idea that permeated through the sectors that *They all speak English anyway* (Davies 2009). Consequently, the next section will establish just why Welsh language services are important for Welsh/English bilingual patients/service users and how best to serve them.

2.3.1 Language need in Health and Social Care

As Roberts and Paden (2000) assert, “in health care, where, in circumstances of stress and vulnerability, denying opportunities for clients to communicate in their preferred language may place them at a personal disadvantage and compromise their health chances” (p.75). The literature regarding bilingualism within the health and social sectors affirms their assessment. There is evidence that bilingualism within health and social care is important and necessary for two main reasons: (1) patients being unable to express themselves and understand others at the same proficiency in their second language as they would in their first; and (2) giving the patient some comfort during a stressful and/or vulnerable time.

When patients enter a health or social care system that uses a language other than their first language, they may find it difficult to express how they feel and what their problems are as they would if they were speaking their native tongue. Roberts (1994), in her study on “Nurse/patient communication within a bilingual care setting”, gives support to this idea, stating:

In general, bilingual patients on the ward claimed that they feel more at ease using their first language and can express themselves better in their mother tongue. Examination of field notes supported this claim, since language switching commonly occurs when a patient cannot express himself/herself adequately in one language and switches to the other to make good the deficiency. This type of switch is particularly evident among elderly patients (p. 64).

Her findings, both of the difficulty of expressing oneself in another

language and the elderly being a particular vulnerable class, are supported by Misell (2000), in his highly critical *Welsh in the Health Service: the Scope, Nature and Adequacy of Welsh Language Provision in the National Health Service in Wales* report. He found similar claims in his interviews regarding the difficulties bilingual patients have of being unable to speak in their first language and illustrates how those without access to a bilingual service could be affected:

The obvious implication of the remarks is that if bilingual staff are able to get better information from Welsh speaking patients, then non-Welsh speaking staff are unable to obtain such good information from the patients on account of the communication gap between them. Some Welsh speaking patients are therefore not receiving as good a service from the National Health Service as they should, because the Health Service does not provide them with an opportunity to describe their condition in their first language (Misell 2000, p. 19).

He also documents that the elderly are one of the four most vulnerable bilingual health service consumers, the others being those with mental illnesses, learning disabilities, and young children (Misell 2000, p. 26). Four years later, Roberts et al. (2004) research continued to find evidence supporting this assertion, stating that their “respondents identified, in particular, the vulnerability of young children and older people accessing health and social care, as well as those with mental health problems and learning disabilities, where effective communication and appropriate language use is fundamental to the quality of care delivery” (p. 24).

One prime example of how bilingual patients may have difficulty relaying their feelings and health problems is research conducted by Roberts et al. (2003). Pain is unique and complex when being described by patients to their doctors, and how it is depicted can change the diagnosis and/or treatment of a patient. In Roberts et al. (2003, p. 890), they focus on how

North Welsh chronic pain sufferers described their pain in Welsh and how that compared to the English McGill Pain Questionnaire (MPQ) descriptors. They found that because of “the sensitive and complex nature of pain assessment, it is important that language barriers should not further impede the communication between patients and health care professionals” (Roberts et al. 2003, p. 890). One of those barriers is the description of pain when translated from Welsh to English, as “accurate pain assessment relies heavily on the use of instruments which are specifically sensitive to the culture and language of the clients” (Roberts et al. 2003, p. 891). Their research found a “substantial number of additional pain words used by the patients in this study that were not conceptually equivalent with the MPQ descriptors” which “suggests that a direct Welsh translation of the MPQ would fail to adequately capture the entire pain experience” (Roberts et al. 2003, p. 897). Consequently, both the patient’s own translation from Welsh to English and a direct translation of the MPQ would not permit the patient to sufficiently express their pain to his/her health worker, allowing for the possible misdiagnosis and or incorrect pain treatment to be provided. Moreover, this research establishes the need for more corpus planning—“developing language as a system: devising/adapting orthography, coining new terms, adopting loanwords, establishing the standards of grammatical language use” (Grzech 2013, p. 296)—concerning the Welsh language in health and social care.

Along with allowing proper communication between patients and health and social care practitioners, bilingualism within health and social care also gives comfort to their patients. When a patient meets the health or social system, there usually is some anxiety felt, which only increases when

there are communication difficulties. As Roberts (1994) stated:

Problems of potential language barriers may further increase patients' anxiety levels at this time. Since the essence of nursing is the development of a close therapeutic relationship between nurse and patient, the use of the client's native language can only enhance this relationship and the consequent quality of care that a patient receives (p. 60).

Roberts (1994) found that the nurses, whether bilingual or monolingual, would "practise limited phrase switching in order to help bilingual patients feel more at ease", and that in response, the bilingual patients were:

overwhelmingly supportive of the practice. Patients were particularly appreciative of the respect shown towards their first language by nurses. Moreover, nurses who initiate language-switching in this manner were deemed by patients as '*mwy cartrefol*' (more homely) and '*mwy agos atoch*' (more intimate) (p. 64).

Six years later, Misell (2000) found the exact same phenomena, with the exact same wording:

During interviews, many patients said that they felt '*mwy cartrefol*' ('more homely / more at home') if their health care was provided in Welsh, and it is remarkable how many people used those exact same words—"mwy cartrefol"—to describe their feeling towards Welsh speaking staff (p. 18).

These studies illustrate how, even if not fluent, health and social care practitioners using some Welsh put bilingual patients more at ease.

Although limited phrase switching is not a replacement for a fully bilingual service, bilingual patients/service users do appreciate that health and social care practitioners are being sensitive to their linguistic identity when they use some Welsh; and as Misell (2000) stated: "it can be remarkably important for patients to hear a few words of Welsh in the Anglicised atmosphere of the surgery or hospital" (p. 64). Consequently, bilingualism within the health and social care system is important for Welsh/English bilinguals, both for helping to aid communication and to ease their anxiety during a stressful time.

Despite evidence illustrating the importance and necessity of patients having the choice to receive health and social services in their preferred language, when it comes to Welsh speakers, this idea is not accepted by opponents to bilingualism. The argument almost always comes down to the idea that every Welsh speaker is ostensibly an English speaker and why waste time and money on bilingualism when ‘they all speak English anyway’? However, this argument is countered by research done by Roberts et al. (2003) who found that:

Although most Welsh-speakers are bilingual, in situations of stress and vulnerability many feel more comfortable and confident in communicating in Welsh with health care professionals... Furthermore, even fluent bilinguals may temporarily lose their command of English and revert completely to Welsh when they are tired, ill, or under stress (p. 891).

Hence, first language Welsh speakers that are also fluent in English are just like other bilingual people: there are times when they might be unable to use anything but their first language. Just because most, if not all, grew up within a predominantly English-dominated society, does not change the linguistic fact that in times of stress, etc., they might revert to their first language: Welsh.

These actions are particularly seen in those who are vulnerable, i.e. those classes of people noted by Misell (2000) and Roberts et al. (2005). For example, patients who have dementia, Alzheimer’s, or have had a stroke—usually the elderly—may fall back on their first language when those illnesses strike (Misell 2000, pp. 32-33). In this situation, where confusion and anxiety in the patient is at a high, health and social care practitioners speaking in the patient’s preferred language is vital to establishing a line of communication and trust between the two. The patient will have a better understanding of what is occurring and can have a

dialogue with health and social care practitioners about his/her diagnosis and/or treatments, and s/he can be comforted and put at ease through being able to understand what is going on around them. Even those who do not have those illnesses may become susceptible to natural “language attrition” as they age, where a person’s language skills start to decay (Misell 2000, p. 32). Hence, despite all first language Welsh speakers more than likely being fluent in English as well, it is still imperative that there be a bilingual health and social care system to support them; as they might not always be able to communicate as well as they would in their mother tongue, and therefore may not receive the best health and social care services possible if unable to access Welsh language services. The next section will address how the health and social sectors can support these bilingual individuals.

Many advocate the use of interpreters. Yet, using interpreters, whether official or unofficial, can cause three distinct issues: mistranslation, patient confidentiality concerns, and lengthy waiting times. Robinson and Gilmartin (2002) noted the first two difficulties and established that this three-way communication—health worker, patient, and interpreter—could be victim to “aspects of inaccurate translation, and through misunderstandings about participant roles” (p. 461). In the case of family members interpreting, either because of time constraints or lack of official interpreters, Roberts et al. (2003) found that “[u]sing family members may present problems through confusion of roles, barriers to patient disclosure in, for example, domestic conflicts, and also unintentional mistranslation” (p. 891). Indeed, the patient may feel too embarrassed or frightened to reveal an aspect of their health history or current feelings if they had to speak through a family member interpreter; or vice versa with the translator

not wanting to reveal exactly what was said to either ‘protect’ the patient or themselves. The research into literature concerning Latinx⁸ interactions with the health care system in the United States maintains these conclusions, stating, “It is increasingly recognized that the use of untrained or ad hoc interpreters can lead to inaccurate communication and ethical breaches” (Timmins 2002, p. 89).

Coffi (2003) and her research into the Australian experience of language need in healthcare supports those findings, while also focusing on the third issue: the time it takes for interpretation. She found “limitations with interpreter sessions”; those limitations being “the time available in a session, the amount of information able to be reasonabl[y] communicated as well as issues with patient confidentiality and the actual translation of what was being said” (Coffi 2003, p. 302). Coffi found that often by the time interpreters were able to come to their sessions in person, the nurses had already managed to care for the patients and had no more need for the interpreters (Coffi 2003, p. 302). Also, the option of a telephone interpreter was seen as ineffective as it “was found to be awkward as a three-way conversation was quite cumbersome and accessing a phone quite difficult, particularly if the woman was in well-established labour” (Coffi 2003, p. 302).

Instead, what Coffi (2003) found to be the better solution, was to cut out the middleman: as opposed to having a separate interpreter who may cause mistranslations or not be time-effective, it is best to use a bilingual health practitioner:

In comparison to interpreters, accessing the bilingual health workers was indicated to be relatively easy as they were based in the

⁸ Latinx is a recent way in academic and popular discourse to describe the Latino/a community without the use of the gendered Latino/Latina.

hospital... When working with bilingual health workers nurses found the information they provided about specific CLD [Culturally and Linguistically Diverse] patient groups was beneficial to patient care... Nurses described how bilingual health workers contributed to patient encounters and communications by clarifying patient-centred issues that led to the implementation of more individualised culturally congruent care and by mediating in complex and emotional situations (p. 302).

Although Coffi was researching in an Australian context, her findings are transferable to any healthcare situation in which there are bilingual patients. With no intermediary, bilingual health practitioners can give a higher level of care to their patient than they would with an official or unofficial interpreter, as a result having a higher level of authority, skill, and/or trust with the patient.

The only negative element that Coffi found in this was that, because of bilingual health workers being highly sought after, patients would wait until they knew that the bilingual health worker would be on shift, which has “associated risks of delaying communication” (Coffi 2003, p. 303). The prime answer to this problem is to increase the capacity of bilingual health workers, so that there is no delay for a bilingual patient to speak with the health worker in the language of their choice.

2.4 Moving Forward

Concerning macro-level language policies within Wales, bilingual capacity building is not a priority of workforce development—outside of education creating a bilingual workforce over generations. On a meso-level, however, within the education and health and social sectors, it is seen as a priority. Both sectors’ policies identify capacity as a priority area for action to be taken. The education sector has a scheme to help build and strengthen the bilingual capacity of practitioners across the sector: the Welsh National Sabbatical Scheme. However, within health and social care, there is no

national programme or scheme in place, but rather ad hoc measures, depending on Local Health Boards, managers, and individuals.

As the only systemic language capacity building and strengthening model identified, it was decided that the Welsh National Sabbatical Scheme would be investigated within this thesis. The Sabbatical Scheme's *sylfaen* / foundation level course was evaluated to determine its effectiveness in increasing the fluency and confidence levels in using Welsh of participants; given that the previous research by Old Bell 3 and Dateb (2010) did not investigate the scheme's impact on participants' Welsh language skills, nor had research been conducted on the *sylfaen* / foundation level course. Additionally, best practices of the scheme in increasing participants' Welsh fluency and confidence levels were evaluated. The aim of these evaluations was to determine, if effective, whether the scheme could be a generalisable model of language capacity building and strengthening. Additionally, if the scheme is deemed effective, it will then be determined whether the model could be applied to the health and social sectors. The next chapter discusses the methodology used to conduct the above described research.

3 Methodology

3.1 Introduction

This chapter details the methodological techniques used to collect and analyse the empirical data discussed in both Chapters 4 and 5. As noted in Chapter 1, the research is two-fold: (1) the Sabbatical Scheme Case Studies and (2) interviews with senior health and social sector officials. The methodology used for the case studies was a summative evaluation, encompassing both quantitative and qualitative methods, utilizing questionnaires, interviews, and observation. For the second step of this research, semi-structured interviews were used. The measures utilised to analyse the data produced is also be explained.

3.2 Ethics

Informed consent was paramount in this research. Aspects of this research where there were interactions with the Sabbatical Scheme Case Studies participants and tutors and health and social care officials were submitted for research ethics approval to Cardiff University's School of Welsh and approved by the School Research Committee. All research ethics approval letters and consent form templates can be found in Appendix 1.

In order to avoid Sabbatical Scheme participants and tutors feeling compelled to participate or give favourable answers, all involved—with one exception noted below—were given complete anonymity. No identifying information, including names or specific schools, would be published, and only the researcher would have access to the identifying information. Each participant was given an identification marker (e.g. Participant) based on the case study in which s/he took part (e.g. CS1) and a random number from the total of those participating in that case study (e.g. 01-12): e.g., Participant CS1.04. Sabbatical Scheme tutors were allocated an identification marker

(e.g. Sabbatical Scheme Tutor) and a number from the total participating (e.g. 1-7): e.g. Sabbatical Scheme Tutor 4. Also, data recorded from questionnaires and interviews was transcribed respectively into Microsoft Excel and Microsoft Word so that the identifying information was redacted. Hence, participants would be assured that their privacy would be maintained and that no one aside from the researcher would be aware if they subsequently chose not to participate or chose to withdraw from the case study.

All others interviewed in this research—one within the Sabbatical Scheme Case Studies and all interviewed from health and social care—were anonymised so their names were not included; however, they were identified by their job titles. The purpose of this specific aspect of identification was to establish their credibility as authorities.

3.3 Case Studies

As stated in section 2.2.2.3.1, it was decided that case studies on the Sabbatical Scheme would be conducted, given the limited literature, i.e. one published report (Old Bell 3 and Dateb 2010) on NPTP, the pilot version of the Welsh National Sabbatical Scheme. The report focused on the effects of the NPTP upon teaching practice rather than focus on whether and/or how the scheme affected the fluency in and confidence in using Welsh of the participants. Indeed, as stated previously in section 2.2.2.3.1 even research published after the Sabbatical Scheme Case Studies started declared, “Evidence of the impact on learners skills levels is less apparent” (Arad 2014, p. 3), as the report again focused on the effects upon teaching practice. Additionally, no research had been conducted regarding the effectiveness of the *sylfaen* | foundation level course. Consequently, in

terms of adding to the literature on the Welsh National Sabbatical Scheme, it was fitting that the case studies would focus on the effectiveness and best practices of the *sylfaen* | foundation course of the Sabbatical Scheme in increasing participants' fluency and confidence levels. Additionally, this line of investigation may allow, if found effective, to generalise the Sabbatical Scheme to other sectors, e.g. health and social care, the main focus of Chapter 5.

Along with contributing to the literature on the Welsh National Sabbatical Scheme, these case studies can also contribute to the wider fields of minority languages and language policy and planning. Case studies being a necessary contribution to the field is argued by Fishman (2002), who maintains that in order to determine the most straightforward solution to minority language attrition around the world, more qualitative variables, more case studies are needed:

At the present juncture in the study of attrition in the world's endangered minority languages, we still lack the basic constituents from which parsimony can be derived: a plethora of detailed case studies. It would be too good to be true to hope that these studies might ever be conceived and executed in accord with a common design. That is simply not the way social research is done in the modern democratic capitalist world, or anywhere else for that matter. Nevertheless, from a wealth of case studies (conducted at the same time or at different times) a parsimonious theory should be inductively derived from such studies. (Fishman 2002, p. 271)

Hence, the case studies conducted in this research are necessary not only to add to the literature concerning the Welsh National Sabbatical Scheme but can also contribute to the potential empirical parsimony of the field.

3.3.1 Case Studies: Design

In determining how to design the case studies, it was decided that a summative evaluation would be the most appropriate, as Patton (2002) asserts:

Summative evaluations serve the purpose of rendering an overall judgment about the effectiveness of a program, policy or product for the purpose of saying that the *evaluand* (thing being evaluated) is or is not effective and, therefore, should or should not be continued, and has or does not have the potential of being generalizable to other situations (p. 218).

Hence, this research can be categorised as a summative evaluation: the Sabbatical Scheme would be judged on its effectiveness and its potential for being generalisable enough to be applied in a different field, that of health and social care in the Cardiff region.

The approach to this summative evaluation was methodological triangulation, where the researcher was using “multiple methods to study a single problem or program” (Patton 2002, p. 247). The type of multiple method approach was between-methods, “mean[ing] using different methods in relation to the same object of study, substantive issue, etc.” (Brannen 1992, p. 11). In the case of this research, the methods used were questionnaires, interviews, and observation, as is discussed further on in this chapter. The foundation of the research was quantitative data: numerical evaluations of how participants’ Welsh fluency and confidence levels have changed from the start to the end of the course. The qualitative data was used, as is often done in summative evaluations, according to Patton (2002), in order to “add depth, detail, and nuance to quantitative findings, rendering insights through illuminative case studies and examining individualized outcomes and issues of quality or excellence” (p. 220). Consequently, although effectiveness would be primarily determined through the

quantitative data, the best practices aspect of the research would be determined purely through the qualitative data from the open-ended questions of the questionnaires, observations, and semi-structured interviews.

As the Welsh National Sabbatical Scheme at Cardiff University is conducted through the School of Welsh, and the researcher is a postgraduate research student in the School of Welsh, the process of gaining access to the Sabbatical Scheme was unproblematic. After consulting with the Coordinator of the Sabbatical Scheme at Cardiff University, permission was sought and granted from the then Head of the School of Welsh at Cardiff University, Professor Sioned Davies; Bangor University; and the Welsh Government; to conduct a series of case studies to evaluate the best practices and effectiveness of the Welsh National Sabbatical Scheme.

One course was chosen to be studied over two years: *sylfaen* | foundation. The justification for this was to be able to compare the two and determine whether the data produced in one would be replicated in the other and/or if results were individual to that particular course group. As stated previously, the *sylfaen* | foundation course was specifically chosen to be studied, as no research as to the course's effectiveness had been published. As a result, the 2013 and 2014 *sylfaen* | foundation courses provided by Cardiff University would be asked to participate in the case studies by: completing three questionnaires during the course, being observed during their *meicro ddysgu* | micro teaching presentations, and being interviewed after finishing the Sabbatical Scheme. The 2013 *sylfaen* | foundation course was Case Study 1, and the 2014 *sylfaen* | foundation course was Case Study 2. The decision to study the *sylfaen* | foundation courses as provided by

Cardiff University was due to the proximity of the researcher to the course, being a doctoral researcher at Cardiff University, and the sociolinguistic context of the Cardiff region (as seen in section 1.1) as a location that both has a low concentration yet sizable number of Welsh speakers; which raises questions about the capacity of the workforce to be able and willing to provide Welsh-medium provision. The decision to only focus on this course and not examine other providers was a result of the heterogeneity required for the case studies (see section 3.3.2), and a comparison between regions would not have been fruitful.

3.3.2 Case Studies: Sampling

The course analysed, the *sylfaen* | foundation course conducted at Cardiff University, allows a maximum of twelve participants. The 2013 course had the maximum, and the 2014 course had seven⁹. Given these comparatively small numbers, it was appropriate to pursue heterogeneity sampling, a form of non-probability or purposive sampling, where the goal is not to use random selection of the population in order to create demographic generalisations but rather to “describe some particular subgroup in depth” (Patton 2002, p. 235). All participants in Case Study 1 and Case Study 2 were therefore asked to complete questionnaires, be observed, and be interviewed. In the end, Case Study 1 had a 100% return rate of questionnaires, all agreed to be observed, and four chose to participate in post-scheme interviews. Case Study 2 had a 100% return rate of questionnaires and all agreed to be observed; however, unlike Case Study 1, none chose to participate in post-scheme interviews.

In both Case Study 1 and Case Study 2, no reasons were given for

⁹ Originally, there were eight participants, but one dropped out of the course due to illness.

the lack of participation by those who chose not to participate in post-scheme interviews. As will be discussed further in section 3.5.3.2, the purpose of the post-scheme interviews was to provide further context to the information provided by participants in the questionnaires. The next section will examine how questionnaires were the main research instrument of the case studies and produced the quantitative and qualitative results of the studies. The participant interviews obtained were used only in the discussion of the case studies' results (see section 4.5) to expound upon them.

Additionally, the same heterogeneity sampling was used concerning the Sabbatical Scheme tutors. All the *sylfaen* | foundation level course tutors were asked to be interviewed and 100% agreed. Just as with the participant interviews, they were used only in the discussion of the case studies' results (see section 4.5) to expound upon the participant responses. The decision to only interview the tutors in addition to the participants and not others, e.g. the head teachers of the participants' schools, was to keep the focus limited to the participants' experiences whilst on the course.

3.4 Questionnaires

Questionnaires were used as the main research instrument of the Sabbatical Scheme Case Studies. Of all the research tools available, questionnaires were determined to be the most effective way to collect the information needed from the participants, as the alternatives (see below) would not meet the objectives. These objectives were to collect data from participants concerning their self-assessed fluency in and confidence in using Welsh and their views on the effectiveness and best practices of the *sylfaen* | foundation course. Although there are disadvantages to

questionnaires, as Bryman (2004, pp. 134-135) notes (such as the researcher not being able to prompt, probe, or collect additional data); these were outweighed by the advantages of convenience for the researcher and the participants. The researcher gave the same questionnaire to all participants and allowed them to answer overnight. Consequently, the participants would have ample time to answer the questions, and the researcher would collect data that would be comparable across all participants and across all studies.

Additionally, the alternatives—observation and interviews—could not accomplish the prime objectives or render the same data that the questionnaires would, that being to collect the same data from all the participants. Observation could not illustrate whether all the participants felt their fluency in and confidence in using Welsh of the participants improved, and there was no time during the course that interviews could be conducted with all of the participants that would not have caused inconvenience and/or disruption. However, observation and interviews were used to corroborate and/or give context to data collected from the questionnaires, the methods of which are discussed respectively in sections 3.6 and 3.5.

Before constructing the questionnaires, the researcher met with the Cardiff University 2012 *uwch* | higher block course participants at the end of their course to discuss their experiences on the Sabbatical Scheme. After meeting with them and consulting with the Old Bell 3 and Dateb (2010) report, questionnaires were created.

3.4.1 Questionnaires: Sampling

The sampling methodology for the questionnaires used for the Sabbatical Scheme Case Studies research can be seen in section 3.3.2.

3.4.2 Questionnaires: Data Collection

Participants in Case Study 1 and Case Study 2 were given questionnaires at the start, mid-term, and end point of the course. The aim of the questionnaires was to quantify the participants' fluency and confidence levels in four Welsh language skills: speaking, listening, reading, and writing. The qualitative aim was to determine participants' views on the effectiveness and best practices of the scheme.

3.4.3 Questionnaires: Question design

3.4.3.1 Demographic and Background Information Questions

The following questions were asked to elicit demographic and background information from participants. This information was required for three reasons: (1), to identify and/or contact the participant; (2), to gather information to determine whether there were trends which would cast light on how specific demographics experienced the Sabbatical Scheme; (3), to understand previous experience with the Welsh language. The questions will be listed below with its specific purposes next to them. Every other row is shaded to distinguish questions.

Name:	To identify the participant
Home Address:	To contact the participant
Telephone number:	To contact the participant
Email address:	To contact the participant
Gender: male <input type="checkbox"/> or female <input type="checkbox"/>	Demographic information
Nationality:	Demographic information
Ethnicity:	Demographic information

Year of Birth:	Demographic information
Place of Birth:	Demographic information
Length of time at current address:	Demographic information
Where were your parents born? <ul style="list-style-type: none"> • Mother • Father 	Demographic information
Do you have children? If so how many? Yes <input type="checkbox"/> No <input type="checkbox"/> Number of children:	Demographic information
Have/do any of your children attended/attend a Welsh school? Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	Experience with the Welsh language; this question was modified to become open-ended after being piloted with Case Study 1, in order to elicit further response
Have/do any of your children attended/attend a Welsh medium school? Please explain.	
Will any of your children attend a Welsh school? Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	Experience with the Welsh language; this question was modified to become open-ended after being piloted with Case Study 1, in order to elicit further response
Will any of your children attend a Welsh-medium school? Please explain.	
Please list all family members who can/could communicate in Welsh and state their relation to you and their fluency (i.e. mother, fluent speaker, cannot read or write in Welsh, etc.).	Experience with the Welsh language
Do you speak, read, and/or write in Welsh with your family? Please give examples. Speak <input type="checkbox"/> Read <input type="checkbox"/> Write <input type="checkbox"/> <ul style="list-style-type: none"> • Speaking • Reading • Writing 	Experience with the Welsh language; this question was modified to become quantitative, based off the Likert Scale questions used in section 3.4.3.2, in order to elicit further response
When you communicate with Welsh-speaking family members, how much of the time is it through Welsh? Please circle the answer that most applies to you and explain. <ul style="list-style-type: none"> • Speaking (i.e. conversations in person, over the phone, etc.): <ul style="list-style-type: none"> ○ None, Less than 25%, 26%-50%, 51%-75%, More than 75% • Reading (i.e. reading letters, reading texts, reading emails, etc.): <ul style="list-style-type: none"> ○ None, Less than 25%, 26%-50%, 51%-75%, More than 75% • Speaking (i.e. writing letters, 	

<p>writing texts, writing emails, etc.):</p> <ul style="list-style-type: none"> ○ None, Less than 25%, 26%-50%, 51%-75%, More than 75% ○ <p>When you communicate with Welsh-speaking family members, how confident are you to do so through Welsh? Please circle the answer that most applies to you and explain.</p> <ul style="list-style-type: none"> • Speaking (i.e. conversations in person, over the phone, etc.): <ul style="list-style-type: none"> ○ Very insecure, Quite insecure, Quite confident, Very confident, N/A • Reading (i.e. reading letters, reading texts, reading emails, etc.): <ul style="list-style-type: none"> ○ Very insecure, Quite insecure, Quite confident, Very confident, N/A • Speaking (i.e. writing letters, writing texts, writing emails, etc.): <ul style="list-style-type: none"> ○ Very insecure, Quite insecure, Quite confident, Very confident, N/A 	
<p>Education History – Please detail the name and year of graduation</p> <ul style="list-style-type: none"> • Primary School: <ul style="list-style-type: none"> ○ Year • Secondary School: <ul style="list-style-type: none"> ○ Year • Higher Education: <ul style="list-style-type: none"> ○ Year • Higher Education: <ul style="list-style-type: none"> ○ Year • Higher Education: <ul style="list-style-type: none"> ○ Year 	Demographic information
<p>Did you take Welsh lessons as a child? If yes, in what way? How was your experience of them?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	Experience with the Welsh language
<p>As a child, did you take Welsh lessons? Were they effective? Please circle and explain.</p> <ul style="list-style-type: none"> • Very ineffective, Quite ineffective, Quite effective, Very effective, N/A 	
<p>Have you taken Welsh lessons as an adult? If yes, in what way? How was your experience of them?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	Experience with the Welsh language; this question was modified to become open-ended after being piloted with Case Study 1, in order to elicit further response
<p>As an adult, have you taken Welsh lessons (aside from the Sabbatical Scheme)? Please circle how effective they were and explain.</p>	

<ul style="list-style-type: none"> • Very ineffective, Quite ineffective, Quite effective, Very effective, N/A <p>How were you taught? (i.e. night course, intensive course, online course, etc.)</p> <p>Who were you taught by? (i.e. Welsh for Adults, friends, etc.)</p>	
<p>Employment History:</p> <ul style="list-style-type: none"> • Current School: <ul style="list-style-type: none"> ○ Years: ○ In what capacity did you work here? (i.e. assistant, teacher, etc.) ○ Medium: <ul style="list-style-type: none"> ▪ English ▪ Welsh ▪ Bilingual ▪ Other: • Previous School: <ul style="list-style-type: none"> ○ Years: ○ In what capacity did you work here? (i.e. assistant, teacher, etc.) ○ Medium: <ul style="list-style-type: none"> ▪ English ▪ Welsh ▪ Bilingual ▪ Other: • Previous School: <ul style="list-style-type: none"> ○ Years: ○ In what capacity did you work here? (i.e. assistant, teacher, etc.) ○ Medium: <ul style="list-style-type: none"> ▪ English ▪ Welsh ▪ Bilingual ▪ Other: 	Demographic information

3.4.3.2 *Quantitative Questions*

The quantitative questions in the case study questionnaires were all designed using a Likert Scale. This scale was chosen as it is well respected within the social sciences community and “is one of the most commonly used formats in contemporary design. Typically it is now used in the creation of simple indexes” (Babbie 2010, p. 180). Simple indexes were what was needed for the purposes of this research. The following will focus on specific quantitative questions.

On all three questionnaires in both case studies, the following questions were asked:

Please circle the number (1 being the lowest and 7 being the highest) that best identifies your speaking, listening, reading, and writing level in Welsh.

- Speaking Level
1 2 3 4 5 6 7
- Listening Level
1 2 3 4 5 6 7
- Reading Level
1 2 3 4 5 6 7
- Writing Level
1 2 3 4 5 6 7

Please circle the number (1 being the lowest and 7 being the highest) that best identifies your confidence whilst speaking, listening, reading, and writing in Welsh.

- Speaking Level
1 2 3 4 5 6 7
- Listening Level
1 2 3 4 5 6 7
- Reading Level
1 2 3 4 5 6 7
- Writing Level
1 2 3 4 5 6 7

It was determined that the Likert Scale 1-7 would be used in how the participants would judge their self-reported fluency in and confidence in using Welsh. Self-reported data was utilised as opposed to reviewing the participants' marks on the course due to the researcher not receiving access due to privacy concerns. Although self-reported data is not as objective as using pre-defined indicators (e.g. test scores), the aim of this research was to elicit data on the participants' perceptions of how their experiences on the course affected their fluency in and confidence using Welsh; rather than comparing their experiences with externally-defined assessments, which can also be affected by outside factors (e.g. formal assessment anxiety).

For this particular set of Likert Scale questions, it was important to note in the instructions that concerning the scale of 1-7, 1 being the lowest

and 7 being the highest, as it is necessary when “building a unidimensional scale [...] to] decide what you want a high score and low score on the scale to indicate” (de Vaus 2002, p. 125). In this case, respondents would understand that 1 was the lowest and 7 was the highest they could rate their fluency and confidence levels. Furthermore, the decision to use a numerical response format, i.e. 1-7, was the result of research indicating that “numbers arrayed in a sequence, as with the typical Likert scale, express quantity not only in their numerical values but in their locations [...] the visual line of numbers is not merely a convenient representation but corresponds to neural processes” (DeVellis 2012, p. 132). Hence, listing the numbers 1-7 in that order and placing the options on the page gave a visual cue to the respondents in a way that would correspond with their neural processes. Additionally, the inclusion of the listening questions was a result of speaking with the *uwch* | higher group: they felt they could listen and understand at a different level than they could speak. Consequently, to distinguish this potential difference, the listening questions were asked in addition to the speaking questions. These questions regarding Welsh fluency and confidence levels were asked on all three questionnaires to determine whether their time on the scheme affected the participants’ fluency in and confidence in using Welsh.

The other quantitative questions used in the questionnaires concerned both the amount of time Welsh was used in a variety of situations and how confident the participant felt in using Welsh in specific situations. These questions were in four sections: amount of time using Welsh before the scheme; amount of confidence using Welsh before the scheme; anticipated amount of time using Welsh after the scheme; and anticipated

amount of confidence using Welsh after the scheme.

Please circle **how much of the time** you taught, assessed, and communicated to pupils and communicated with parents, colleagues, and the administration through the medium of Welsh **before** attending the Sabbatical Scheme. Please explain.

With pupils, using Welsh whilst teaching:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh in assessment:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.)

None Less than 25% 26%-50% 51%-75% More than 75%

Talking to parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Writing to parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with colleagues:

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with administration:

None Less than 25% 26%-50% 51%-75% More than 75%

Please circle **how confident** you were in using Welsh whilst you taught, assessed, and communicated to pupils and communicated with parents, colleagues, and the administration through the medium of Welsh **before** attending the Sabbatical Scheme. Please explain.

With pupils, using Welsh whilst teaching:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh in assessment:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.)

Very insecure Quite insecure Quite confident Very confident

Talking to parents:

Very insecure Quite insecure Quite confident Very confident

Writing to parents:

Very insecure Quite insecure Quite confident Very confident

Communicating with colleagues:

Very insecure Quite insecure Quite confident Very confident

Communicating with administration:

Very insecure Quite insecure Quite confident Very confident

Please circle **how much of the time** you plan to teach, assess, and communicate to pupils and communicate with parents, colleagues, and the administration through the medium of Welsh **after** attending the Sabbatical Scheme. Please explain.

With pupils, using Welsh whilst teaching:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh in assessment:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.)

None Less than 25% 26%-50% 51%-75% More than 75%

Talking to parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Writing to parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with colleagues:

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with administration:

None Less than 25% 26%-50% 51%-75% More than 75%

Please circle **how confident** you are in using Welsh whilst you teach, assess, and communicate to pupils and communicate with parents, colleagues, and the administration through the medium of Welsh **after** attending the Sabbatical Scheme. Please explain.

With pupils, using Welsh whilst teaching:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh in assessment:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.)

Very insecure Quite insecure Quite confident Very confident

Talking to parents:

Very insecure Quite insecure Quite confident Very confident

Writing to parents:

Very insecure Quite insecure Quite confident Very confident

Communicating with colleagues:

Very insecure Quite insecure Quite confident Very confident

Communicating with administration:

Very insecure Quite insecure Quite confident Very confident

Again, the Likert Scale was used; however, in these sets of questions, both a 5 point and 4 point scale were used. Unlike the previous quantitative fluency/confidence level questions, each above set was only asked once instead on every questionnaire. The sets were then compared to one another to illustrate how the participants' anticipated use of and confidence using Welsh were affected by participation on the Sabbatical Scheme.

The above Likert 4 and 5 point scale question sets were used in Old Bell 3 and Dateb (2010)'s evaluation. It is common practice to use questions already designed by others, as Bryman (2004) stated, for two reasons:

employing existing questions allows you to use questions that have in a sense been piloted for you [...] A further advantage of using existing questions is that they allow you to draw comparisons with other research. This might allow you to indicate whether a change has occurred or whether place makes a difference to findings (p. 160).

The researcher's reasoning in re-using these questions was that they were useful questions that would help to understand how attending the scheme would affect the use/confidence in using Welsh by the participants in their work. The fact that the questions had already been through a pilot phase was

advantageous as there was published evidence that they were effective in eliciting information from participants. Furthermore, these answers would then be comparable to that of other research concerning the Sabbatical Scheme (Old Bell 3 and Dateb 2010).

3.4.3.3 *Qualitative Questions*

Qualitative questions varied from questionnaire to questionnaire, depending on the timing of the questionnaire and whether it was received well previously, as will be explained further on. It was decided that the qualitative questions posed would be open-ended as opposed to closed-ended for the following reasons. Within the field of social sciences:

closed-ended questions are very popular in survey research because they provide a great uniformity of responses [... However] The chief shortcoming of closed-ended questions lies in the researcher's structuring of responses [...] the researcher's structuring of responses may overlook some important responses (Babbie 2010, p. 256).

Bryman (2004) affirms this finding, and establishes that “open questions do have certain advantages over closed ones”, those being:

- Respondents can answer in their own terms. They are not forced to answer in the same terms as those foisted on them by the response choices.
- They allow unusual responses to be derived. Replies that the survey researcher may not have contemplated (and that would therefore not form the basis for fixed-choice alternatives [of a closed-ended question]) are possible. [...]
- They are useful for exploring new areas or ones in which the researcher has limited knowledge (p. 145).

In the case of this research, it was desired that participants could express their point-of-views concerning the Sabbatical Scheme without the researcher limiting their responses. Consequently, open-ended questions were the method used for all qualitative questions.

As stated previously, in each case study, a questionnaire would be presented at the beginning, mid-point, and end of the Scheme. These

questions were created for the following reasons (1) motivations for attending the Sabbatical Scheme; (2) perceptions about the Sabbatical Scheme, e.g. advantages/disadvantages of the Sabbatical Scheme; (3) experiences on the Sabbatical Scheme, e.g. most effective activities on the Sabbatical Scheme; (4) and impact of Sabbatical Scheme, e.g. how Welsh will be used upon returning to school. The questions will be listed below with their specific purposes next to them. Every other row is shaded to distinguish questions.

What reasons do you have to (continue to) learn Welsh?	Motivations for attending the Sabbatical Scheme; this question was piloted in CS1.Q1 and removed from the CS2.Q1 questionnaire as redundant as Why did you want to participate? part of the Did you volunteer or were you chosen to participate in the sabbatical scheme also asked this question.
What reasons do you have to (continue to) learn Welsh? Have your motivations changed since starting the scheme?	Motivations for attending the Sabbatical Scheme; these questions were used in CS1.Q2 and CS2.Q2
What were your motivations for attending the Sabbatical Scheme? Please explain	Motivations for attending the Sabbatical Scheme; this question was used in CS1.Q3 and CS2.Q3
Did you volunteer or were you chosen to participate in the sabbatical scheme? Volunteer <input type="checkbox"/> Chosen <input type="checkbox"/> Why did you want to participate?	Motivations for attending the Sabbatical Scheme; these questions were used in CS1.Q1 and CS2.Q1
Why did your school want you to participate in the Sabbatical Scheme? Please explain.	Motivations for attending the Sabbatical Scheme; this question was used in CS2.Q1
Did you use Welsh whilst teaching in your school? If yes, how so? If not, why not? Yes <input type="checkbox"/> No <input type="checkbox"/>	This question was only used in CS1.Q1, and was replaced with the quantitative questions in section 3.4.3.2 concerning the amount of time Welsh was used in a variety of situations and how confident the participant felt in using Welsh in specific situations.
At the end of the scheme, will you use Welsh in your school? If yes, how so? If no, why not? Yes <input type="checkbox"/> No <input type="checkbox"/>	Experiences on the Sabbatical Scheme; the initial question was piloted with CS1.Q1 but was modified to the second in CS2.Q1
Explain how you expect to use what you have learnt on the course at your school.	
At the end of the scheme, how will	Experiences on the Sabbatical

you use Welsh in your school?	Scheme; this question was used in CS1.Q2 and CS2.Q2
How do you plan to use Welsh in your school?	Experiences on the Sabbatical Scheme; this question was used in CS1.Q3 and CS2.Q3
Please give your opinions on the following items: Advantages of the sabbatical scheme	Perceptions about the Sabbatical Scheme; the first iteration of this question was piloted in CS1.Q1 along with the list of questions that was removed (see further in this section), and when those questions were removed, the question was modified for the rest of the questionnaires: CS1.Q2, CS1.Q3, CS2.Q1, CS2.Q2, and CS2.Q3
Please describe and explain advantages (if any) of the sabbatical scheme.	
Please give your opinions on the following items: Disadvantages of the sabbatical scheme	Perceptions about the Sabbatical Scheme; the first iteration of this question was piloted in CS1.Q1 along with the list of questions that was removed (see further in this section), and when those questions were removed, the question was modified for the rest of the questionnaires: CS1.Q2, CS1.Q3, CS2.Q1, CS2.Q2, and CS2.Q3
Please describe and explain disadvantages (if any) of the sabbatical scheme	
Please describe and explain the benefits of the sabbatical scheme for you:	Perceptions about the Sabbatical Scheme; this question was used in CS1.Q2, CS1.Q3, CS2.Q1, CS2.Q2, and CS2.Q3
Please describe and explain the benefits of the sabbatical scheme for your school:	Perceptions about the Sabbatical Scheme; this question was used in CS1.Q2, CS1.Q3, CS2.Q1, CS2.Q2, and CS2.Q3
Please describe and explain the benefits of the sabbatical scheme for the education system	Perceptions about the Sabbatical Scheme; this question was used in CS1.Q2, CS1.Q3, CS2.Q1, CS2.Q2, and CS2.Q3
What have been the best activities that have helped you learn Welsh during the scheme? Please explain how they were helpful to you.	Experiences on the Sabbatical Scheme; the first iteration was used in CS1.Q2 and CS2.Q2, and the second iteration was used in CS1.Q3 and CS2.Q3
What were the most useful activities of the sabbatical scheme? Please explain.	
What have been the best resources provided for you to help you learn Welsh during the scheme? Please explain how they were helpful to you.	Experiences on the Sabbatical Scheme; the first iteration was used in CS1.Q2 and CS2.Q2, and the second iteration was used in CS1.Q3 and CS2.Q3
What were the most useful resources provided for you on the scheme? Please explain	
What were the least useful activities of the sabbatical scheme? Please explain.	Experiences on the Sabbatical Scheme; this question was used in

	CS1.Q3 and CS2.Q3
What were the least useful resources provided for you on the scheme? Please explain.	Experiences on the Sabbatical Scheme; this question was used in CS1.Q3 and CS2.Q3
Do you currently use Welsh with other sabbatical scheme participants outside of class? (i.e. during breaks, etc.) If yes, how so? If no, why not?	Impact of Sabbatical Scheme, this question is used in CS1.Q2, CS1.Q3, CS2.Q2, and CS2.Q3
Do you currently use Welsh in your daily life (i.e. with friends outside of class, with family, listen to Welsh language media, etc.)? If yes how so? If no, why not?	Impact of Sabbatical Scheme, this question is used in CS1.Q2, CS1.Q3, CS2.Q2, and CS2.Q3
Do you feel you are progressing as you hoped in the sabbatical scheme? Please explain	Experiences on the Sabbatical Scheme; this was used in CS1.Q2 and CS2.Q2
What expectations did you have about the Sabbatical Scheme? Please explain.	Perceptions about the Sabbatical Scheme; the first iteration was used in CS1.Q3 and CS2.Q3, and the second iteration was used only in CS2.Q1
What expectations do you have about the Sabbatical Scheme?	
Did the Sabbatical Scheme meet your expectations? Please explain	Perceptions about the Sabbatical Scheme; this was used in CS1.Q3 and CS2.Q3
What expectations did your school have of the Sabbatical Scheme? Please explain.	Perceptions about the Sabbatical Scheme; the first iteration was used in CS1.Q3 and CS2.Q3, and the second iteration was used only in CS2.Q1
What expectations does your school have about the Sabbatical Scheme? Please explain.	
Would you recommend the sabbatical scheme to a colleague? Please explain.	Impact of Sabbatical Scheme This question was used in CS1.Q3 and CS2.Q3, which were the final questionnaires provided at the end of the case studies' courses. The purpose was to understand if the participants would recommend the course and why
What do you wish you spent more time on whilst on the Sabbatical Scheme? Please explain.	Experiences on the Sabbatical Scheme; this question was used in CS1.Q3 and CS2.Q3
Explain what changes could be made to the Sabbatical Scheme to make it more effective.	Perceptions about the Sabbatical Scheme; this question was used in CS1.Q3 and CS2.Q3
Will you be looking for employment at another school in the future? Please explain	Impact of Sabbatical Scheme; this question was used in CS1.Q3 and CS2.Q3
Explain how your responsibilities at school may change after you finish the course.	Perceptions about the Sabbatical Scheme; this question was used in CS2.Q1 and CS2.Q2
What do you want most out of this course? Please explain.	Motivations for attending the Sabbatical Scheme; this question was used in CS2.Q1 and CS2.Q2
What advantages do you see about taking specifically a block-learning course?	Perceptions about the Sabbatical Scheme; this question was used in CS2.Q1 and CS2.Q2

What disadvantages do you see about taking specifically a block-learning course?	Perceptions about the Sabbatical Scheme; this question was used in CS2.Q1 and CS2.Q2
How useful was the micro ddysgu for you? Did you or will you view the videos? Explain.	Experiences on the Sabbatical Scheme; this question was used in CS2.Q3
Other thoughts	This prompt was used in CS1.Q3 and CS2.Q3 as the final question/prompt to allow participants to share any further thoughts they had about the scheme.

Case Study 1 participants acted as a pilot for the questionnaires, and based on their responses, changes were made to the Case Study 2 questionnaires. As seen above, the phrasing of some questions was changed to elicit clarity or further details and some questions were removed. The following questions had been included on Case Study 1, Questionnaire 1 concerning participants' views of various aspects of the education system and the Welsh language, in order to understand the opinions that the participants may have had that may have influenced their responses to the Sabbatical Scheme or vice versa. Questions that were removed after being piloted with Case Study 1 are as follows:

Please give your opinions on the following items:

- Advantages of Welsh-medium education
- Disadvantages of Welsh-medium education
- Advantages of English-medium education
- Disadvantages of English-medium education
- Advantages of bilingual/dual-stream education
- Disadvantages of bilingual/dual-stream education
- Advantages of Welsh taught as a second language
- Disadvantages of Welsh taught as a second language
- Advantages of using Welsh in the community
- Disadvantages of using Welsh in the community

As the first case study progressed, it was determined that the participants were more likely to answer questions if they were obviously connected to the Sabbatical Scheme; as, the above questions were more often than not left blank. Having seen how these types of questions were not well-received

and could have a negative impact on the answering of other questions, they were subsequently dropped from future questionnaires.

All questionnaires can be found in Appendix 2.

3.4.4 Questionnaires: Analysis

The analysis of the research findings was segregated by whether the data produced was quantitative or qualitative.

The quantitative data obtained during the case studies was initially intended to be analysed through IBM SPSS Statistics, a statistical analysis software. However, given the small samples, the researcher concluded that Microsoft Excel was a better tool to conduct univariate and bivariate analyses to determine and analyse frequencies and means. Univariate analysis establishes “frequency distributions” and bivariate analysis on “crosstabulations, scattergrams, regression, rank order correlation, and/or comparison of means” (de Vaus 1986, p. 102). Because of the small sample size, a comparison of means was chosen to be the most appropriate method of bivariate analysis given the sample size and that “When dealing with an interval level dependent variable and an independent variable with only a few categories, [... one can] analyse the data by comparing the means of subgroups rather than using crosstabulations” (de Vaus 1986, p. 150). Microsoft Excel’s tables and charts were created to illustrate the data’s frequencies and means and to analyse the relationships between the data sets.

The qualitative data obtained during the research was analysed using inductive analysis. Patton (2002) describes inductive analysis as

Immersion in the details and specifics of the data to discover important patterns, themes, and interrelationships; begins by exploring, then confirming [...] Qualitative inquiry is particularly oriented toward exploration, discovery, and inductive logic.

Inductive analysis begins with specific observations and builds toward general patterns. Categories or dimensions of analysis emerge from open-ended observations as the inquirer comes to understand patterns that exist in the phenomenon being investigated (pp. 55-56).

This analysis technique was chosen as it allowed the researcher to summarise the answers of the questionnaires and interviews to analyse themes, patterns, and outliers between the two case studies.

Given that the qualitative questions were open-ended, the answers provided were open-ended. While analysing each participant's answers to each question, multiple themes may have been extracted as opposed to determining one theme per answer. For example, in section 4.2.1.3, in the question concerning the participants' views on advantages of the Sabbatical Scheme, this was the answer given by Participant CS1.05:

Total focus on learning—no other school commitments to worry about.

Through inductive analysis it was concluded that his/her answer fell under two themes: Intensity/Immersion (*Total focus on learning*) and Time away from school (*no other school commitments to worry about*). These themes were not predetermined, but rather, upon reviewing all responses to a given question, were created to categorise answers. Microsoft Excel was used to create tables to demonstrate findings, and some answers were included to illustrate examples of determined themes.

3.5 Interviews

In both the Sabbatical Scheme Case Studies in Chapter 4 and health and social sector interviews in Chapter 5, interviews were used. Concerning the former, they were used as a secondary research tool to give context to the series questionnaires discussed in 3.4; however, with the latter, interviews were the primary research tool to collect information from senior

officials within the sectors in the Cardiff region.

Keats (2000) describes the interview as “a controlled situation in which one person, the interviewer, asks a series of questions of another person, the respondent [or interviewee]” (p. 1). Together, the interviewer and interviewee create a primary source. There are three different kinds of interviews: structured, semi-structured, and unstructured (Bryman 2004, p. 319). Semi-structured interviews were chosen as opposed to structured or unstructured interviews, because the following literature indicated that the semi-structured style would be the most effective method of interviewing, given the needs of this research.

Structured interviews are primarily seen in quantitative research and interview surveys, where “[r]ather than asking respondents to read questionnaires and enter their own answers, researchers send interviewers to ask the questions orally and record respondents’ answers [... They are] rigidly structured” (Babbie 2010, p. 274). However, structured interviews were dismissed as a research tool as “less-structured interviews are more appropriate to [social] field research” (Babbie 2010, p. 318). Indeed, this is a common choice within qualitative research as the “approach tends to be much less structured in qualitative research [...] In qualitative interviewing, there is much greater interest in the interviewee’s point of view” (Bryman 2004, p. 319). Unlike structured interviews, semi-structured and unstructured interviews—collectively known as qualitative interviews (Bryman 2004, p. 319)—allow for the opportunity to ask follow-up questions and follow tangents that develop in order to gain more comprehensive answers and understanding as to the interviewee’s point-of-view and experience. Indeed, Bryman (2004) states:

‘rambling’ or going off at tangents is often encouraged—it gives insight into what the interviewee sees as relevant and important [...] interviews can depart significantly from any schedule or guide that is being used. They can ask new questions that follow up interviewees’ replies and can vary the order and even the wording of questions (p. 320).

However, some structure was wanted, so that interviews could be compared with one another. Consequently, the semi-structured interview method was chosen as opposed to unstructured, in order to have similar questions in the interview sets and be able to analyse potential patterns, while also allowing the interviewee to give their point-of-view in their own words. As Savin-Baden and Major (2013), states, “The interviewer probes discussion and follow ideas [...] The questions tend to be open-ended enough to allow interviewees to express their perspectives on a topic or issue and also allow for comparable data that can be compared across respondents” (p. 359). Hence, the semi-structured interview is the most appropriate method for conducting comparable interviews that allows the interviewees to answer the questions without limiting said answers, while also allowing the interviewer to ask follow-up questions and/or follow a tangent the interviewee initiated.

To create the structure of the semi-structured interviews, interview guides were used in all interviews. Patton (2002) describes an interview guide as one that “lists the questions or issues that are to be explored in the course of an interview. An interview guide is prepared to ensure that the same basic lines of inquiry are pursued with each person interviewed” (p. 343). However, this is a *guide*, not a script; allowing for the interviewer to depart from the guide’s order of questions and/or from the questions themselves in order to ask follow-up questions and/or follow the interviewees’ tangents, as mentioned above. Bryman (2004) describes this

method within his section on semi-structured interviews, stating:

A semi-structured interview. The researcher has a list of questions of fairly specific topics to be covered, often referred to as an *interview guide*, but the interviewee has a great deal of leeway in how to reply. Questions may not follow on exactly in the way outlined on the schedule. Questions that are not included in the guide may be asked as the interviewer picks up on things said by interviewees. But, by and large, all of the questions will be asked and a similar wording will be used from interviewee to interviewee” (p. 321).

Interview guides are discussed in section 3.5.3

Before moving forward, one small commentary must be made as to the role of the researcher as the interviewer. The researcher’s first language is English and is a Welsh learner. She is an American who lived and was educated in the United States until beginning this research in 2012. Consequently, she can be perceived as an outsider who is looking to be educated on Wales, the Welsh language, and how the education and health and social sectors are run. Hence, this may have influence on the level of detail interviewees provided in their statements.

3.5.1 Interviews: Sampling

The sampling methodology for the interviews used within the Sabbatical Scheme Case Studies research can be seen in section 3.3.2.

Concerning the health and social sector interviews, it was decided that, in terms of data collection, the most appropriate method to pursue interviews with these senior officials was snowball sampling. This form of sampling is one of nonprobability, where the researcher speaks with subjects who then recommend other people to interview, thereby “your sample would ‘snowball’ as each of your interviewees suggested other people to interview” (Babbie 2010, p. 194). It is a form of convenience sampling, but as Bryman (2004) wrote, “it is worth distinguishing [...] With this approach to sampling, the researcher makes initial contact with a small

group of people who are relevant to the research topic and then uses these to establish contacts with others” (p. 100). When exploring how to best pursue a line of inquiry, it was decided that snowball sampling would be used as it is, as Patton (2002) wrote, “an approach for locating information-rich key informants or critical cases” (p. 237). Additionally, it became clear that there were gatekeepers within the sector that approval would need to be gained from in order to access other parts of the sector. Therefore, the snowball sampling method was most appropriate, as the researcher would approach the gatekeepers who would then establish contact with other senior officials.

Within social sciences, snowball sampling and convenience sampling as a whole, has been criticised by some, as it “is very unlikely that the sample will be representative of the population” (Bryman 2004, p. 102). While that may be true concerning quantitative studies, as this is qualitative research being conducted,

Concerns about external validity and the ability to generalize do not loom as large [...] strategy as they do in a quantitative one [...] In qualitative research, the orientation to sampling is more likely to be guided by a preference for theoretical sampling [...] There is a much better ‘fit’ between snowball sampling and the theoretical sampling strategy of qualitative research (Bryman 2004, p. 102).

The purpose of using this method was to gain access to and collect knowledge from senior officials in the health and social sectors in the Cardiff region, in order to establish whether a Sabbatical Scheme Model could apply. This qualitative research, consequently, is not supposed to be representative of a large sample or demographic, as it is pursuing key knowledge as opposed to generalisations. With its limited sample, this research is not meant to make implications for the practices and/or views across Wales: the focus is specifically the Cardiff region. Thus, the

concerns that apply to quantitative research using snowball sampling do not apply to this specific qualitative research.

3.5.2 Interviews: Data Collection

The semi-structured interviews conducted for both the Sabbatical Scheme Case Studies and health and social sector interviews were recorded and transcribed.

3.5.2.1 *Transcription*

Just as an interview is a primary source created by the interviewer and interviewee, a transcription of an interview is a primary source constructed by the interviewer. Hammersley (2012) observes:

transcription is a process of ‘construction’ rather than simply a matter of writing down what was said [...] In part, what is meant by the constructional character of transcription is that a whole variety of decisions are involved, and that there cannot be a single correct transcription of any stretch of audio- or video-recording. For this reason, neither transcripts nor electronic recordings should be treated as data that are simply given, in an unmediated fashion (p. 439).

Consequently, the method of transcription will be conveyed below.

Each audio file was uploaded to Express Scribe, a free-to-download software used by many transcribers (Burke et al. 2010, p. 3) and is compatible with a foot pedal. A foot pedal was used, because it assists fast and efficient transcription, as it allows the user to pause, rewind, etc. without having to remove hands from the keyboard or having to switch to another program (Burke et al. 2010, p. 2). The transcription was typed into a Microsoft Word document.

Regarding the transcription, certain concerns must be addressed. What one finds in speaking with other people—both in interviews and in conversation—is that there is a great difference between verbal and written speech. On the whole, people do not speak in complete sentences with

standard punctuation: they speak in fragments, in run-ons, without periods or semicolons or commas. They start with ‘and’, ‘but’, ‘so’—change what they are saying mid-sentence—and start another. Hence, it is the task of the transcriber to interpret this verbal speech and translate it into written speech, thus adding punctuation, capitalization, spelling, etc. As stated previously, there is no correct transcription of audio; however, the goal of the transcriber is to use his/her training and discretion to construct a transcription that is as correct as possible.

Within social sciences, there are concerns and conflicting views on who should create the transcription, where “it is often argued that it is essential for the researcher to do her or his own transcription, but some deny this, or even argue it is undesirable” (Hammersley 2012, p. 443). The researcher in this instance was the transcriber as well, because she was knowledgeable in the art of transcription and because of her belief that as she was the interviewer, she understands certain nuances that could affect the way the transcription is created.

One of the concerns addressed was the inclusion of non-word elements and pauses. As Hammersley (2012) points out,

There is also the question of whether to include non-word elements: such as back-channel noises (for instance, ‘uhuh’), laughs and other sounds that may be expressive [...] Should silences and pauses be included in the transcript [...] In one sense we might treat silence as simply the absence of talk, but there is a difference between this and notable silences or significant pauses. We also need to ask: significant or notable to whom? (pp. 440-441)

In determining the significance or notability of non-word elements or pauses in the audio and whether to include them in the raw transcription, discretion was used to decide whether they would change the way the text could be interpreted. For instance, if there was a pause after a question is

asked, it could reflect that the person was choosing their words carefully, that they had trouble understanding what the interviewer meant, they took a sip of water, etc. The researcher used her perception of events from the interview to determine whether the pause needed to be addressed in the raw transcription.

The term raw transcription that has been used above refers to the complete transcription of the interviews. However, when interviews are referred to and quoted, extracts are taken from the interviews. For clarification purposes, further discretion was used to edit the transcription extracts. For example, crutch words or phrases—‘like’, ‘um’, ‘you know’—are included in the raw transcription, but may be edited out of the extract.

Additionally, the interview extracts—and those from questionnaires—were placed within the thesis in italics and block quotes, to distinguish them as primary sources.

3.5.3 Interviews: Question Design

3.5.3.1 *Question Design: Used in both aspects of research*

Regarding the questions themselves, given the varying purposes of the interviews, there was only one question that would be asked across all interviews: the closing question. Patton (2002) describes this technique as follows:

In the spirit of emergent interviewing, open-ended interviewing, it's important in formal interviews to provide an opportunity for the interviewee to have the final say: "That covers the things that I wanted to ask. Anything you care to add?" I've gotten some of my richest data from this question with interviewees taking me in directions it had never occurred to me to pursue. Or try this: "What should I have asked you that I didn't think to ask?" (p. 379)

Hence, all interviewees within this research would be asked:

- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add

more on?

Concerning the other interview questions, they differed according to interview set and purpose; consequently, they will be discussed in sections 3.5.3.2 and 0 of this chapter.

3.5.3.2 Question Design: Sabbatical Scheme Interviews

Following up on the questionnaires and observations, participants would be asked to further participate in semi-structured interviews some months after they completed their courses. Sabbatical Scheme tutors would also be asked for interviews. The goal of these interviews would be to add context to and follow-up on responses from the participants' questionnaires; and the tutors' interviews were to establish whether the tutors confirmed or countered the participants' responses.

At the end of their course, Sabbatical Scheme participants were given the choice to sign a form consenting to being contacted in the future about an interview. If they chose to allow contact, then they were contacted for an interview at a later date. Concerning both participants and tutors, before the interviews were conducted, they were given consent forms to sign declaring their consent to be recorded and interviewed. The research ethics of the Sabbatical Scheme Case Studies was discussed in section 3.2.

Section 3.5 described the methodology used concerning the Sabbatical Scheme interviews and the use of interview guides in the whole of this research. Consequently, only the creation of the questions will be discussed in this section. Two interview guides were created for the Sabbatical Scheme Case Studies: participants and tutors.

3.5.3.2.1 Question Design: Sabbatical Scheme Participant Interviews

Many of the questions posed to the Sabbatical Scheme participants were similar to prior ones in the questionnaires. These include:

- Tell me about your experience with Welsh before attending the course.
- Please expand on your reasons for attending the Sabbatical Scheme.
- Opinions on Activities
 - Meicro ddysgu
- Opinions on Resources
- What are your responsibilities in your school?
 - Have they changed since being on the course?

The purpose in these similar questions was to gain further context of previous answers and elaborate on themes elicited in the case study results. In addition to adding context and receiving more detailed answers, the purpose of using the same questions was to analyse whether their views on the Sabbatical Scheme differed now that they had finished the course and returned to school. As a result of this aim, some questions were purposefully created to highlight that the participant would now be away from the scheme and now could look back on it and reflect on his/her time on the course:

- Now that you have returned to your school, can you please expand on what you feel the advantages/disadvantages of the Sabbatical Scheme are for you, your school, and the education system?
- Looking back, did you find the time worth it? Would you do it again? Would you suggest it to others?
- Please talk about the Sabbatical Scheme lessons: what did you take away from them?

Additionally, four questions were created that were not used for comparative purposes to those posed in the questionnaires:

- Typical day and week in the classroom.

This question was created to give the researcher context to what the participants' experiences in school are and how Welsh is featured.

- Opinion on Tutors

The participants were not asked in the questionnaires about their experiences with and opinions of the tutors. Consequently, they would be asked in the interviews to make up for this missed question.

- If you were describing the Sabbatical Scheme to someone who had no idea what it is, how would you describe it?

The above question was the penultimate one in interviews, the purpose of which was to understand how the participants view the Sabbatical Scheme by summarising it.

- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add more on?

This was the last question in all interviews conducted, and the methodology behind it was discussed in section 3.5.3.1.

3.5.3.2.2 Question Design: Sabbatical Scheme Tutor Interviews

Some of the questions posed to the Sabbatical Scheme tutors were similar to that of the participants described in the previous section. These questions concerned primarily the effectiveness of the Sabbatical Scheme:

- Do you think the scheme is effective?
 - What are the advantages for participants, schools, and the education system?
 - What are the disadvantages for participants, schools, and the education system?
 - What aspects of the scheme do you find most effective in producing confident Welsh speakers?
- What could be done to improve the Sabbatical Scheme here at Cardiff University?

However, unlike the participants, the tutors would have never been posed questions before by the researcher. These interviews would be the only method in which data would be collected from the tutors. Consequently, during the interviews, questions would be posed concerning the tutors' background concerning their Welsh skills and their responsibilities on the course:

- How were you taught Welsh?
 - As a child?
 - Family?
 - Welsh-medium?
 - Welsh as a second language?
 - As an adult?

- Courses?
- How did you come to work for the Sabbatical Scheme? What qualifications did you need?
- What are your responsibilities within the Sabbatical Scheme?

The motivation behind these questions was to gain an understanding of the tutors and their credentials, as they would be responsible for teaching the participants on the course.

The rest of the questions posed to the Sabbatical Scheme tutors concerned the background, the day-to-day workings, and participants of the Sabbatical Scheme:

- Describe the Sabbatical Scheme as a whole.
 - Why was it created?
 - What are the goals to the scheme?
 - How does the scheme work here at Cardiff University?
- How has the scheme changed since its inception?
- Describe the Sylfaen course.
 - What is a typical day?
 - How are lessons created?
 - What are activities used?
 - What are the resources provided?
 - Describe assessments
 - Meicro Ddysgu
- How would you describe those who participate in the scheme?
- If a participant wanted to be successful in the scheme, what would they need to prepare or do while on the course?

These questions were created to provide context to the data collected from the participants' questionnaires and interviews.

Additionally, the following is the final question in all interviews conducted, and the methodology behind it was discussed in section 3.5.3.1.

- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add more on?

Extracts of the Sabbatical Scheme tutor interviews were included in section 4.5, the discussion section of the Sabbatical Scheme chapter. The purpose of putting the interviews within this section is in keeping with the

same purpose the interviews were conducted: to provide context and confirm or counter the participants' feedback.

3.5.3.3 *Question Design: Health and Social Care Interviews*

Just as the health and social sector interviewees and their roles and organisations varied, so did the questions posed to them during the interviews. The only two consistent questions that the researcher asked in every interview were at the beginning and end:

- Just to start off with, would you please describe your role within your organisation?
- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add more on?

The latter question is discussed in section 3.5.3.1. Concerning the former, the interviewee is always asked to describe his/her role, as it is better to have the person describe the various responsibilities they have rather than presuming their role based off of titles, which may be interpreted in different ways.

Regarding the health and social sector interviews, there were three research questions that were created to investigate the sectors and whether the Sabbatical Scheme would be applicable:

1. How is Welsh viewed within the health and social sectors in practice?
2. What Welsh language training opportunities are available within the health and social care sectors?
3. Would the Sabbatical Scheme Model be applicable within the health and social care sectors?

Consequently, while varying according to the person/organisation being interviewed, the rest of the questions in the health and social care interviews can be grouped into themes:

- how they/their organisation addresses Welsh language
- responses to Welsh language policies/Standards
- barriers to bilingualism

- how staff are currently trained in Welsh language
- how staff will be/could be trained in Welsh language in the future
 - Would the Sabbatical Scheme be an effective model for the health and social care sectors?

The questions posed in the specific interview guides were used more as a guide than a script during the conduction of the actual interviews, in order to allow the interview to flow naturally and to allow follow-up questions.

All questions were open-ended, allowing the interviewee to respond openly.

All interview guides can be found in Appendix 3.

3.5.4 Analysis

As with the other qualitative analysis within this research, the transcripts from the health and social care interviews were analysed using inductive analysis. This analysis technique was chosen as it allowed the researcher to summarise the answers in the interviews to establish and analyse themes, patterns and outliers. The theory behind inductive analysis is established previously in section 3.4.4.

3.6 Observation

As part of the Sabbatical Scheme Case Studies, participants were observed during their micro teaching presentations, called *meicro ddysgu* | micro teaching. This is a presentation exercise where the presenter simulates teaching through the medium of Welsh to their fellow course participants. Participants either pick or are assigned a topic to teach to the class, as if they were in their own classrooms in their primary schools. They are required to do two *meicro ddysgu* | micro teachings, approximately 15 and 25 minutes. The point of this exercise is for participants to practice using their Welsh the way they would use it upon completion of the course: in the classroom setting.

It was decided that observation of these presentations would be

overt, so that the participants knew that they were being observed for the purpose of this research. There has traditionally been “concern about the validity and reliability of” overt observation, because of the Hawthorne effect, whereby “[p]eople may behave quite differently when they know they are being observed versus how they behave naturally when they don’t think they are being observed” (Patton 2002, p. 269). However, it was unlikely that the participants would have been adversely affected in their presentations by this research’s overt observations, as their tutor, who was assessing them, would also be observing.

During their *meicro ddysgu* | micro teachings, the researcher sat at the back of the classroom and took field notes concerning the participants’ fluency and confidence in delivering their Welsh-medium lessons. These observations were used as qualitative data in order to inform and give context to the questionnaire and interview responses.

3.7 Moving Forward

This chapter illustrates the methodological approach of this research. In designing this research, the methodological techniques used were evaluated and found the most appropriate to allow the sufficient collection and analysis of evidence. The data and the analysis resulting from this research are discussed in the following chapters: Chapter 4, Welsh National Sabbatical Scheme Case Studies; and Chapter 5, The Sabbatical Scheme Model and Health and Social Sector Interviews.

4 Welsh National Sabbatical Scheme Case Studies

4.1 Introduction

As stated in section 2.2.2.3.1, the Welsh National Sabbatical Scheme was established by *Iaith Pawb* (Welsh Assembly Government 2003, p. 42) and is embedded in the current Welsh-medium Education Strategy (Welsh Assembly Government 2010b, p. 4) and is slated to be in the future iteration of the strategy (Welsh Government 2016d, p. 7). The methodological strategies of the case studies are detailed in Chapter 3. In Chapter 4, the results of those case studies are analysed in chronological order, and then the combined results are analysed and discussed. As an example of a systemic language capacity building and strengthening scheme, the results of these case studies will inform the next chapter on Welsh language training within health and social care.

4.1.1 Structure of the Sabbatical Scheme

Before analysing the case studies, the structure of the Sabbatical Scheme studied is described. The two case studies conducted focused on one course within the Sabbatical Scheme: the *sylfaen* | foundation course, which is aimed at new Welsh learners in the primary sector from English-medium schools. Although the focus is for new learners, those attending the *sylfaen* | foundation level course are expected to have *mynediad* | entry level Welsh (meaning some familiarity with Welsh, some vocabulary, and limited fluency). It is not for a complete beginner.

The course is held over ten to eleven weeks, depending on the school term calendar. For the 2013 *sylfaen* | foundation course, the course ran for ten weeks; from 7 January to 22 March. The 2013 course's case study will be referred to as Case Study 1, CS1. The 2014 *sylfaen* |

foundation course ran for eleven weeks; from 13 January to 4 April. The 2014 course's case study will be referred to as Case Study 2, or CS2.

The structure of the *sylfaen* | foundation course contains 49 WJEC accredited units which are assessed throughout the course; and if assessments are passed, participants receive a WJEC diploma. These units' strict structure differs from the *uwch* | higher course, which is adapted every course to fit the needs of the participants. When speaking about how the *sylfaen* | foundation course developed, the Welsh National Sabbatical Scheme Coordinator at Cardiff University stated in his/her interview:

Now, for the foundation level, you could actually write a course. Because you're starting, you know—it's a blank canvas. So, these are beginners. They don't speak much Welsh at all. Well, usually, can just hold a very basic conversation. So there, you could develop a course, because you're not responding to their linguistic needs, you're actually teaching patterns and formulas and stuff to them. You know, they need sentence structures and vocab and so on.

Hence, the *sylfaen* | foundation course's aims lend themselves to a stricter structure of units. Yet in saying that, at Cardiff University, the units have been adapted, as the Sabbatical Scheme Coordinator further explains:

they were taught through themes, and so on. So, we don't just stick to it as it is. We use the experience we got through the higher level courses and because it works, and we adapt and use that with the foundation level courses as well.

Consequently, the *sylfaen* | foundation course is structured into units by the WJEC; however, how those units are disseminated have been adapted at Cardiff University.

The tutors use Microsoft PowerPoint presentations, worksheets, drilling, games, group work, and discussions in teaching the course units; and assess the participants according to the WJEC guidelines. The activity/assessment that receives the most attention is the two *meicro ddysgu* | micro teaching activities, where the participants present a lesson to

the class through the medium of Welsh in the sixth and ninth week of the course. It is through this endeavour that the participants demonstrate the skills they have learned and build up their confidence to use Welsh in a classroom setting.

These teachers have got the skills. They're talented teachers. What they haven't got is confidence in the Welsh language to use their talents to teach. So, we—our role is not to teach them how to be teachers. They are teachers. Some of them are amazing [...] So, what you're doing is giving them the confidence and the skills in the Welsh language to use their natural talents in teaching and their skills that they've already got. —Sabbatical Scheme Tutor 7

This focus on confidence-building is important, as the endeavour of the Sabbatical Scheme is to not only increase the fluency in Welsh of its participants but also to increase their confidence to use Welsh in the classroom.

I think if you looked at the timetable, the structures of the course [focus more on] skill-building. But for me I think it's the confidence-building [that the Sabbatical Scheme does more of ...] Without the confidence, the skills tend to not—it's more of a struggle [...] I remember one practitioner on the sylfaen [...] at the beginning [...] I never imagined her being able to stand and teach for twenty minutes, and at the end of the course she did a whole lesson through the medium of Welsh and didn't use any English. And she said she herself never thought she could do that, but because she felt confident, by the end of the course the patterns seemed to click. —Sabbatical Scheme Tutor 1

Consequently, both fluency and confidence levels are the primary focuses of the following case studies.

4.2 Case Study 1 (CS1)

In Case Study 1, there were twelve participants, ten women and two men. All but one of the participants were born in Wales, and the remaining participant, who was born in England, had Welsh parents. Only two have family members that communicate in Welsh, one being a participant's maternal aunt and cousins, and the other being a participant's children who took or are taking Welsh to GCSE. Nine of the participants had children but none of their children attended or had attended a Welsh-medium school. Only one participant stated that s/he would send his/her child to a Welsh-medium school, but the participant is currently childless. When asked if the participants spoke Welsh with their family, five answered yes: four with "*simple*" or "*basic*" greetings, commands, or conversations; however, one stated that "*I speak as much as I can to my children*". Two stated they read Welsh with their family, noting that they sometimes read Welsh books with their children. None of the participants stated they used Welsh in written communication with their family.

Regarding their education, all participants were educated in Wales, though none attended a Welsh-medium school. Seven of the twelve participants learned some level of Welsh in their primary and/or secondary school(s), with varying levels of effectiveness. All attended a Welsh university through the medium of English. All but one had attended Welsh lessons as an adult before attending the Welsh National Sabbatical Scheme.

When asked whether they volunteered or were chosen to participate in the Sabbatical Scheme, nine participants stated they volunteered, two stated they were chosen, and one stated s/he both volunteered and was chosen to attend. Their reasons/motivations for continuing to learn Welsh consisted of five themes, which are, in order of frequency: career

development/improve teaching, increase fluency, increase confidence, communicate with family/friends, and to become part of a wider community. The participants answered qualitatively, so some responses fell within multiple thematic categories.

As curriculum leader for Welsh as a second language I wanted to improve my level. I also wished to improve my level to be able to teach it more confidently. —Participant CS1.02

I want to continue Welsh for my own interest—to develop my own native language & my knowledge of my own culture. To raise standards of Welsh learning for my pupils. —Participant CS1.12

Table 1 illustrates the number of participants whose responses fell within those categories

CS1.Q1 Participants' Motivations for Continuing Learning Welsh	
Motivations for Continuing Learning Welsh	Number of Participants
Career Development/Improve Teaching	10
Increase Fluency	6
Increase Confidence	4
Communicate with Family/Friends	4
“Native” Language/Community	2

Table 1: CS1.Q1 Participants' Motivations for Continuing Learning Welsh

Professionally, the dozen participants all work as teachers at South Welsh, English-medium primary schools: six in Cardiff, three within the Vale of Glamorgan, one in Newport, one in Merthyr, and one in Bridgend. All but one uses Welsh at some level within their teaching. Figure 3 and Figure 4 illustrate the amount of time and confidence the participants have using Welsh in various professional situations.

When asked how they used their knowledge of Welsh within their schools, the participants' answers consisted of three themes: incidental use of Welsh, Welsh lessons, and supporting their colleagues teaching Welsh. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Welsh is incorporated incidentally throughout the day as well as discrete Welsh lessons. —Participant CS1.01

[My] incidental Welsh is quite confident but [my] taught Welsh lessons (40 mins each week)[...] is a little more unconfident. —Participant CS1.08

Table 2 illustrates the number of participants whose responses fell within those categories.

CS1.Q1 How participants currently use Welsh in their school	
Use of Welsh	Number of Participants
Incidentally	11
Discrete lessons	9
Supporting colleagues	1

Table 2: CS1.Q1 How participants currently use Welsh in their school

The participants were then asked how they will use Welsh in their school at the end of the Sabbatical Scheme. Their answers consisted of the same three themes from the previous question—incidentally, discrete lessons, supporting colleagues—as well as two additional categories: within other lessons and school culture. The participants answered qualitatively, so some responses fell within multiple thematic categories.

I will continue to use Welsh as previously but will also be able to use Welsh whilst teaching other subjects. —Participant CS1.02

My own teaching will hopefully benefit greatly but also I will feel more confident in leading others within the school—Pushing bilingualism forward. —Participant CS1.08

Table 3 illustrates the number of participants whose responses fell within those categories.

CS1.Q1 How participants plan use to Welsh in their school after the scheme	
Use of Welsh	Number of Participants
Incidentally	11
Discrete lessons	11
Within other lessons	5
Supporting colleagues	4
School culture	2

Table 3: CS1.Q1 How participants plan use to Welsh in their school after the scheme

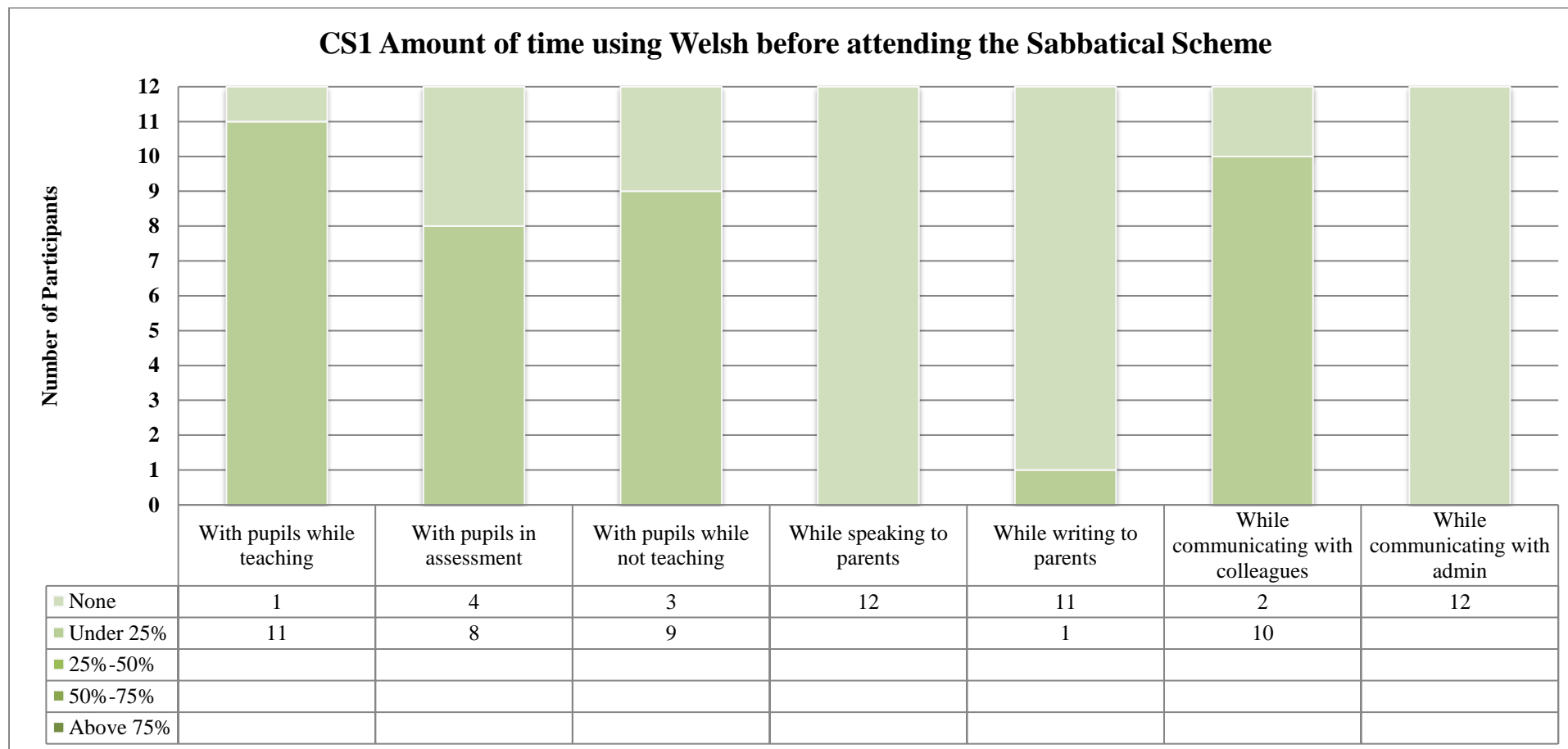


Figure 3: CS1 Amount of time using Welsh before attending the Sabbatical Scheme

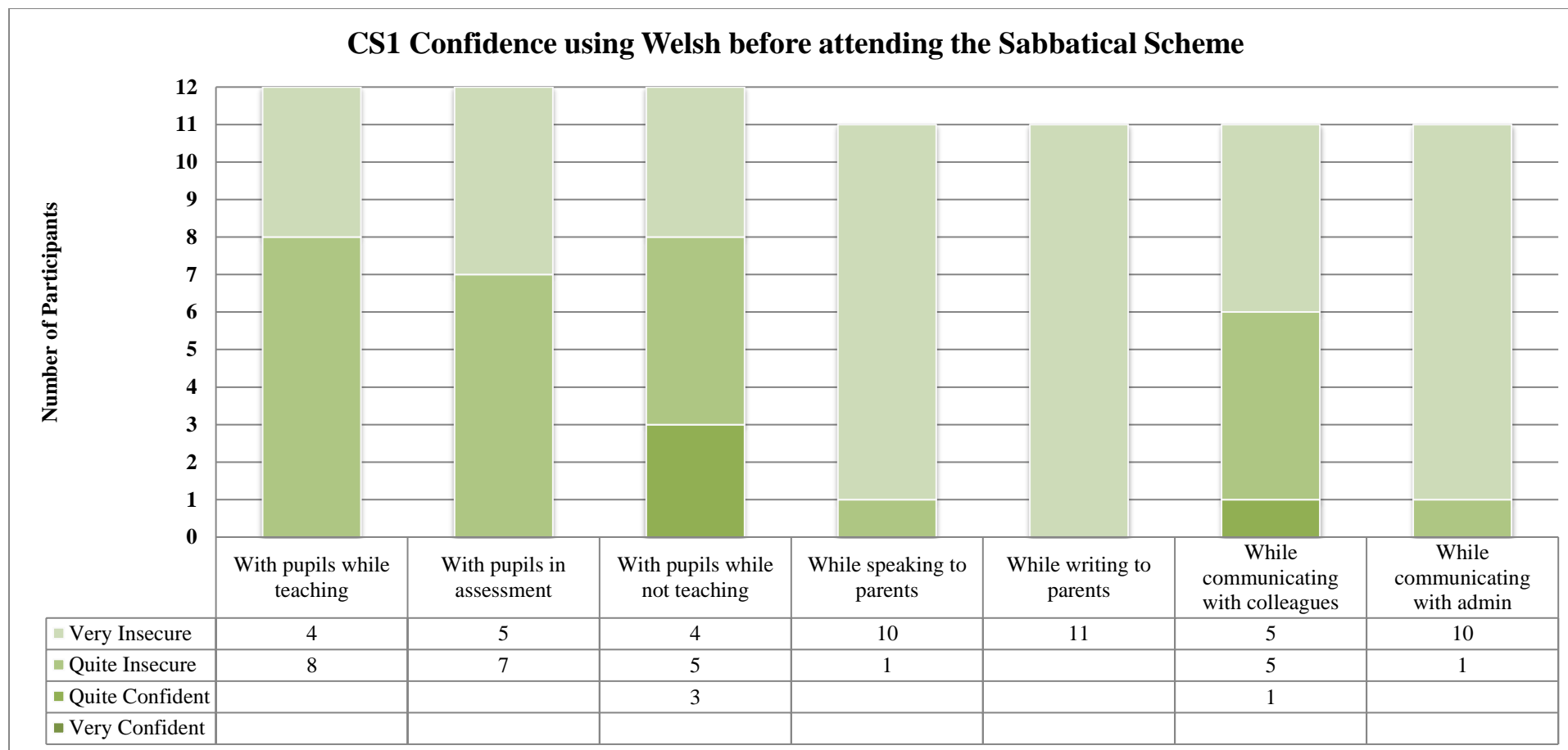


Figure 4: CS1 Confidence using Welsh before attending the Sabbatical Scheme

4.2.1 Case Study 1, Questionnaire 1 (CS1.Q1)

4.2.1.1 CS1.Q1 Fluency

When asked for what level they felt their fluency in Welsh to be out of seven (one being the lowest and seven being the highest), the participants' range of answers were from 1–4 for speaking, reading, and writing, and 1–3 for listening. [Figure 5](#) illustrates the number of participants that chose the respective levels, and [Table 4](#) illustrates the average fluency level the group identified with. The comparison of these results with the other two questionnaires within Case Study 1 is discussed in section 4.2.4.

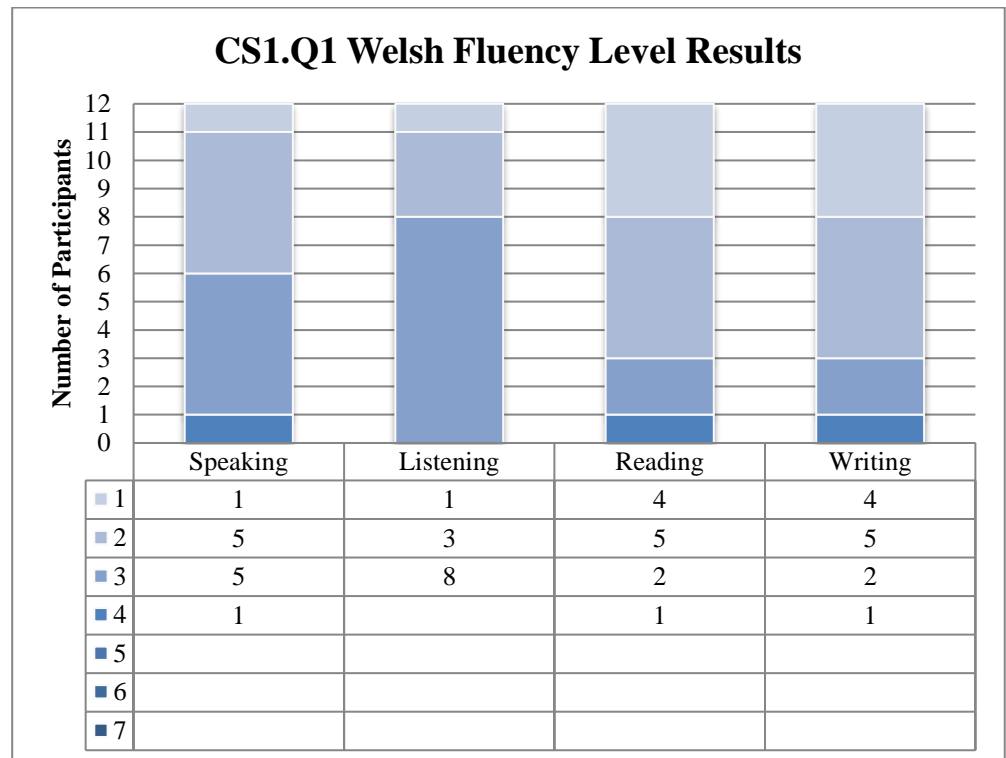


Figure 5: CS1.Q1 Welsh Fluency Level Results

CS1.Q1 Average Welsh Fluency Levels			
Speaking	Listening	Reading	Writing
2.5	2.58	2.42	2

Table 4: CS1.Q1 Average Welsh Fluency Levels

4.2.1.2 CS1.Q1 Confidence

When asked for what level of confidence they felt their Welsh to be out of seven (one being the lowest and seven being the highest), the participants' range of answers were from 1–4 for speaking, reading, and writing, and 1–3 for listening. [Figure 6](#) illustrates the number of participants that chose the respective levels, and [Table 5](#) illustrates the average confidence level the group identified with. The comparison of these results with the other two questionnaires within Case Study 1 is discussed in section 4.2.4.

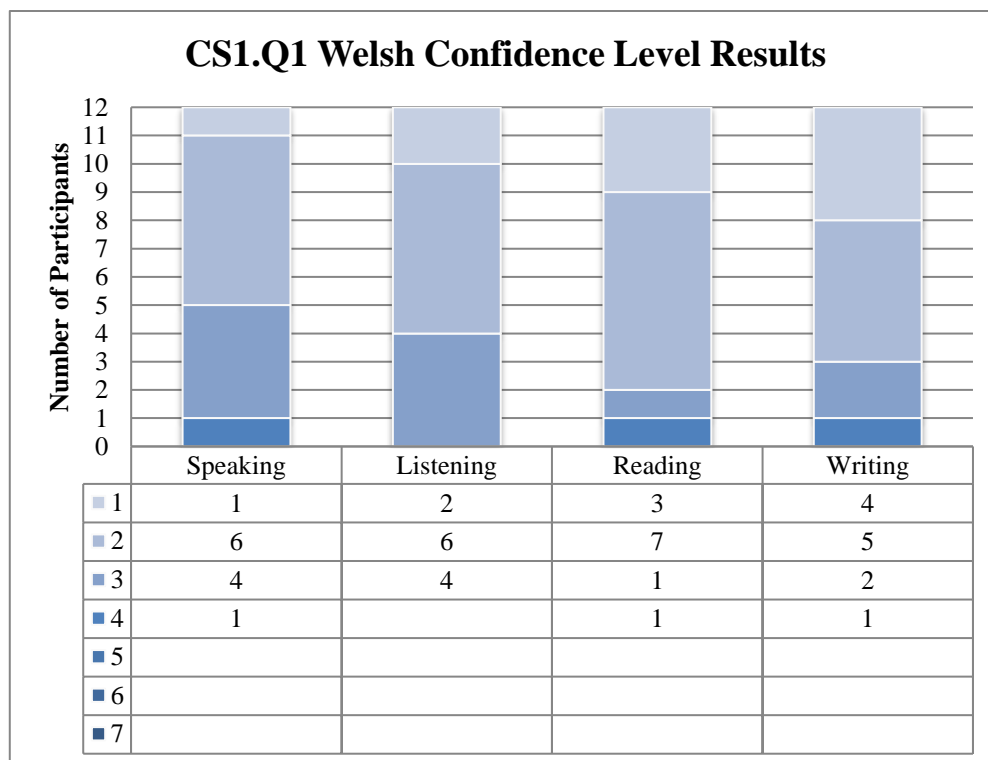


Figure 6: CS1.Q1 Welsh Confidence Level Results

CS1.Q1 Average Welsh Confidence Levels			
Speaking	Listening	Reading	Writing
2.42	2.17	2	2

Table 5: CS1.Q1 Average Welsh Confidence Levels

4.2.1.3 CS1.Q1 Other Qualitative Comments

The participants were asked to name both what they believed were the advantages and disadvantages of the Sabbatical Scheme. All participants gave answers concerning the advantages, which consisted of three themes: intensity/immersion, time away from school, and structured for teachers. The participants answered qualitatively so some responses fell within multiple thematic categories.

Total focus on learning—no other school commitments to worry about. —Participant CS1.05

A good idea because you can concentrate on the area of learning without distractions. Learning is more likely to ‘stick’ through concentrated, intense practice. —Participant CS1.12

Table 6 illustrates the number of participants whose responses fell within those categories.

CS1.Q1 Participants’ Views of Sabbatical Scheme Advantages	
Sabbatical Scheme Advantages	Number of Participants
Intensity/Immersion	11
Time away from school	5
Structured for teachers	4

Table 6: CS1.Q1 Participants’ Views of Sabbatical Scheme Advantages

When it came to the disadvantages of the Sabbatical Scheme, only four of the twelve participants gave disadvantages; the rest either left it blank, scratched it through, or wrote “?”, “N/A”, or “Can’t see any yet!” All four disadvantages were not to do with aspects of the scheme itself, but rather the time away from their schools.

Being away from class for so long. —Participant CS1.02

Big upheaval from job, although that is more of a problem for my school. —Participant CS1.05

Relationships with my class pupils will diminish whilst I’m absent. —Participant CS1.09

Break in teaching has to be organised well. Leave a class for an extended period may not be beneficial to pupils if a smooth transition between teachers is not achieved. —Participant CS1.12

Based on these answers to the advantages/disadvantages questions of Case Study 1, Questionnaire 1, three questions were added to subsequent questionnaires concerning the benefits of the scheme for them, their school, and the education system as a whole.

4.2.2 Case Study 1, Questionnaire 2 (CS1.Q2)

4.2.2.1 CS1.Q2 Fluency

When asked for what level they felt their fluency in Welsh to be out of seven (one being the lowest and seven being the highest), the participants' range of answers were from 2–4 for speaking and writing, 2–5 for listening, and 3–5 for reading. [Figure 7](#) illustrates the number of participants that chose the respective levels, and [Table 7](#) illustrates the average fluency level the group identified with. The comparison of these results with the other two questionnaires within Case Study 1 is discussed in section 4.2.4.

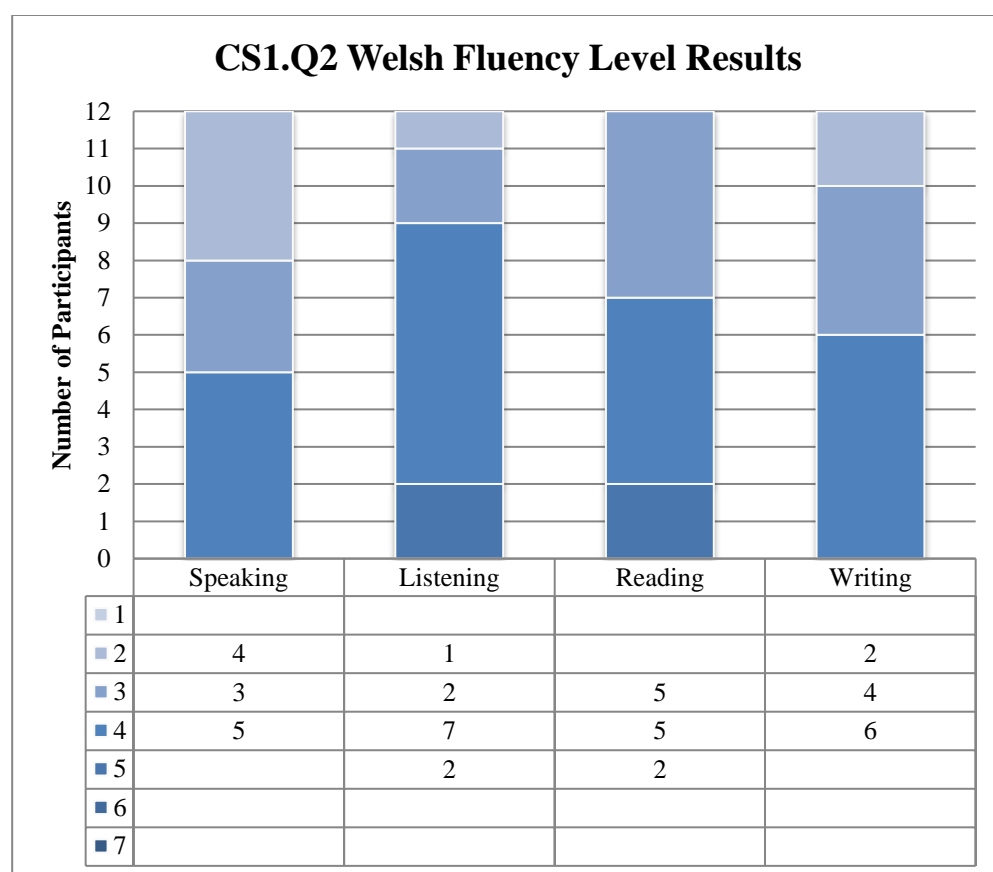


Figure 7: CS1.Q2 Welsh Fluency Level Results

CS1.Q2 Average Welsh Fluency Levels			
Speaking	Listening	Reading	Writing
3.08	3.83	3.75	3.33

Table 7: CS1.Q2 Average Welsh Fluency Levels

4.2.2.2 CS1.Q2 Confidence

When asked for what level of confidence they felt their Welsh to be out of seven (one being the lowest and seven being the highest), the participants' range of answers was from 2–5 for speaking, listening, and writing, and 3–5 for reading. [Figure 8](#) illustrates the number of participants that chose the respective levels, and [Table 8](#) illustrates the average confidence level the group identified with. The comparison of these results with the other two questionnaires within Case Study 1 is discussed in section 4.2.4.

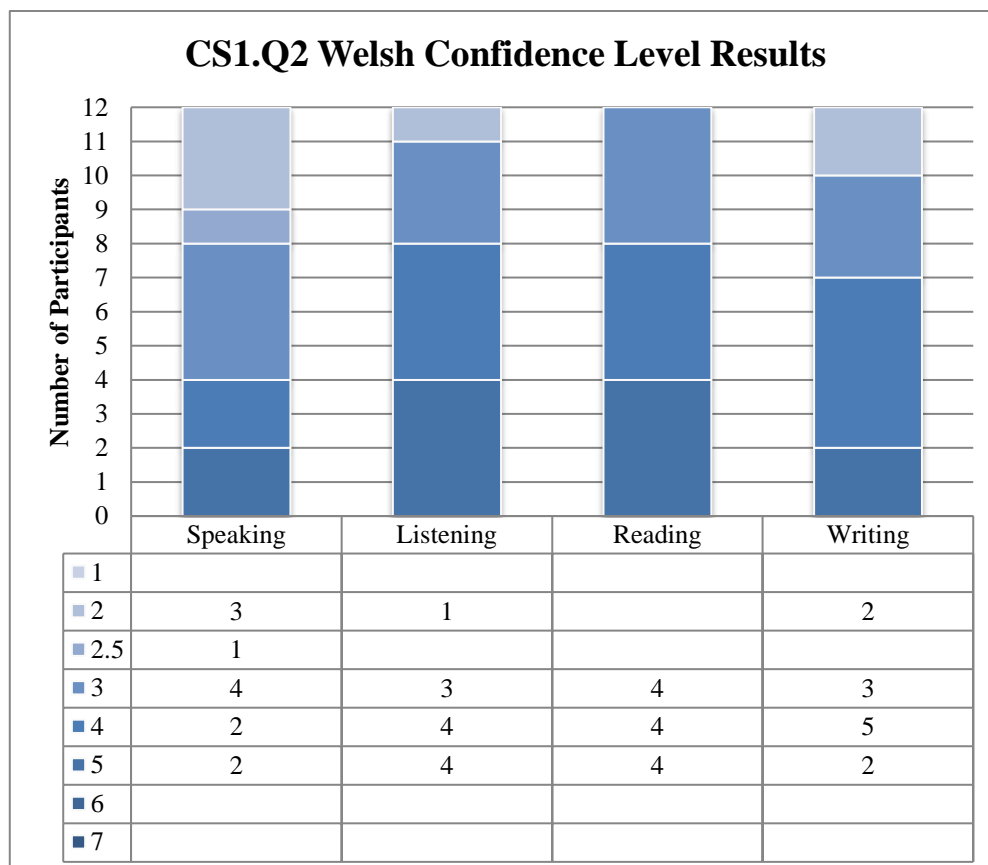


Figure 8: CS1.Q2 Welsh Confidence Level Results

CS1.Q2 Average Welsh Confidence Levels			
Speaking	Listening	Reading	Writing
3.208	3.92	4	3.58

Table 8: CS1.Q2 Average Welsh Confidence Levels

4.2.2.3 CS1.Q2 Other Qualitative Comments

4.2.2.3.1 Advantages and Disadvantages

The participants were asked to name both what they believed were the advantages and disadvantages of the Sabbatical Scheme. All participants gave answers concerning the advantages, which consisted of five themes: intensity/immersion, time away from school, structured for teachers, small groups, and the tutors. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Opportunity to ‘immerse’ in the experience without being involved in school. Being part of a small group builds confidence as we are supportive of each other. —Participant CS1.01

As a teacher it is very difficult to allot times to learning anything new. With this Sabbatical Scheme it gives me time to fully commit my time to learning Welsh and to spend time everyday learning Welsh and not having to juggle ‘the daily challenges of teaching’ on top of learning Welsh. —Participant CS1.11

Table 9 illustrates the number of participants whose responses fell within those categories.

CS1.Q2 Participants’ Views of Sabbatical Scheme Advantages	
Sabbatical Scheme Advantages	Number of Participants
Intensity/Immersion	10
Time away from school	7
Structured for teachers	3
Small groups	1
Tutors	1

Table 9: CS1.Q2 Participants’ Views of Sabbatical Scheme Advantages

When it came to the disadvantages of the Sabbatical Scheme, only three of the twelve participants gave disadvantages; the rest either left it blank, scratched it through, or wrote “none” or “N/A”. All three disadvantages concerned the intensity of the course.

There’s a lot to learn and retain. The course is fast-paced. —Participant CS1.01

Very intense with little time to consolidate. Level of differentiation difficult to achieve. I am a slow learner who needs to consolidate regularly, other students ‘drive’ the pace of the scheme, because they are more adept at languages (perhaps?!). —Participant CS1.07

*Lots of information all at once—limited time to reflect on new vocab.
—Participant CS1.10*

4.2.2.3.2 Benefits for you, your school, and the education system

The participants were asked to describe the benefits of the Sabbatical Scheme for them, their school, and the education system as a whole. Concerning benefits for them, all gave answers, which consisted of five themes: intensity/immersion, Welsh language skills increasing, time away from school, Welsh language confidence increasing, and networking opportunities. The participants answered qualitatively, so some responses fell within multiple categories.

I am able to focus on just Welsh each day without the many distractions of being a (senior) teacher with many roles and responsibilities. As a Welsh learner my role has been reversed and I am enjoying being the learner. —Participant CS1.01

More confident in use of Welsh generally—Aide to practice teaching in Welsh—Better understanding of spoken and written Welsh. —Participant CS1.03

It's quite intensive. There is the opportunity to refresh the previous day's text before beginning the new work. —Participant CS1.09

Table 10 illustrates the number of participants whose responses fell within those categories.

CS1.Q2 Participants' Views of Sabbatical Scheme Benefits for Them	
Sabbatical Scheme Benefits for Them	Number of Participants
Intensity/Immersion	7
Welsh language skills increasing	5
Time away from school	5
Welsh language confidence increasing	3
Networking opportunities	2

Table 10: CS1.Q2 Participants' Views of Sabbatical Scheme Benefits for Them

Concerning how the Sabbatical Scheme benefits the school, all gave answers, which consisted of four themes: Welsh language skills increasing, Welsh language confidence increasing, support for staff increasing, and

raising standards. The participants answered qualitatively, so some responses fell within multiple thematic categories.

The making of resources and sharing of good ideas. The practise of 'classroom situations' that can be repeated in school. Confidence to lead Welsh development throughout the school. —Participant CS1.05

It will allow me to be better prepared, confident, and focused— Lessons can and will be planned to suit the needs of the pupils under my tutelage. I will be available to the rest of the teaching staff to bounce ideas off and offer advice. —Participant CS1.07

I will be a confident Welsh Speaker within lower Juniors as there isn't anyone within lower KS2 who speaks Welsh. Therefore standards and confidence will rise with pupils and teachers. — Participant CS1.11

Table 11 illustrates the number of participants whose responses fell within those categories.

CS1.Q2 Participants' Views of Sabbatical Scheme Benefits for School	
Sabbatical Scheme Benefits for School	Number of Participants
Welsh language skills increasing	6
Welsh language confidence increasing	6
Support for staff increasing	6
Raising standards	4

Table 11: CS1.Q2 Participants' Views of Sabbatical Scheme Benefits for School

Regarding how the Sabbatical Scheme benefits the education system, all gave answers, which consisted of four themes: Welsh language skills increasing for teachers, Welsh language skills increasing for students, raising standards, and Welsh culture/bilingualism increasing. The participants answered qualitatively, so some responses fell within multiple thematic categories.

More knowledgeable staff should lead to more knowledgeable pupils. Standards in Welsh will hopefully be raised and the profile of Welsh will improve. Teachers who access the sabbatical will have greater confidence in teaching Welsh. —Participant CS1.01

Improved teaching ability in 'Curriculum Cymraeg' [sic] which will enhance the teaching and learning of pupils and staff alike. — Participant CS1.07

Helps to meet government targets in raising standards in the teaching and learning of Welsh. —Participant CS1.12

Table 12 illustrates the number of participants whose responses fell within those categories.

CS1.Q2 Participants' Views of Sabbatical Scheme Benefits for Education System	
Sabbatical Scheme Benefits for Education System	Number of Participants
Welsh language skills increasing for teachers	10
Welsh language skills increasing for students	5
Raising standards	3
Welsh culture/bilingualism increasing	3

Table 12: CS1.Q2 Participants' Views of Sabbatical Scheme Benefits for Education System

4.2.2.3.3 Activities and Resources

Given that the participants had been through one half of the Sabbatical Scheme course, the participants were asked to describe the best types of activities and resources that have helped them learn Welsh during the scheme. Concerning the helpful course activities, the participants listed eight: group work, games, discussion, drilling, homework/worksheets, revision, oral work, and micro lessons. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Lots of oral work and revision—helps imprint info. Games—made learning fun. Good practice. —Participant CS1.03

Drilling patterns—reinforcing. Talking to partners—gaining confidence. Homework—reinforcing. —Participant CS1.04

Group activities—have been excellent. The patience of both tutors. Being able to make mistakes without feeling intimidated by failure. Using set patterns of Q&A to prepare lessons and interact with others. —Participant CS1.07

Table 13 illustrates the number of participants whose responses fell within those categories.

CS1.Q2 Participants' List of Best Sabbatical Scheme Activities	
Sabbatical Scheme Activities	Number of Participants
Group work	7
Games	6
Discussion	5
Drilling	4
Homework/worksheets	4
Revision	3
Oral Work	2
Micro Lessons	2

Table 13: CS1.Q2 Participants' List of Best Sabbatical Scheme Activities

Regarding the types of course resources that best helped them in learning Welsh, the participants listed six: games, course units/notes/PowerPoint presentations, tutors, worksheets/homework, CDs, and visitors. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Seeing the games has inspired me to create similar games for my class. —Participant CS1.05

Games/puzzles where translation is required helped me use new Welsh vocab in a fun way. —Participant CS1.10

Micro lesson—books and lesson plans provided—helped increase my confidence in speaking and delivering Welsh through other genres. Worksheets and homework daily improve skills and knowledge of vocab. —Participant CS1.11

Table 14 illustrates the number of participants whose responses fell within those categories.

CS1.Q2 Participants' List of Best Sabbatical Scheme Resources	
Sabbatical Scheme Resources	Number of Participants
Games	6
Course units/notes/PowerPoint presentations	3
Tutors	2
Worksheets/homework	2
CDs	2
Visitors	1

Table 14: CS1.Q2 Participants' List of Best Sabbatical Scheme Resources

4.2.3 Case Study 1, Questionnaire 3

4.2.3.1 CS1.Q3 Fluency

When asked for what level they felt their fluency in Welsh to be out of seven (one being the lowest and seven being the highest), the range of answers were from 3–6 for all four categories. [Figure 9](#) illustrates the number of participants that chose the respective levels, and [Table 15](#) illustrates the average fluency level the group identified with. The comparison of these results with the other two questionnaires within Case Study 1 is discussed in section 4.2.4.

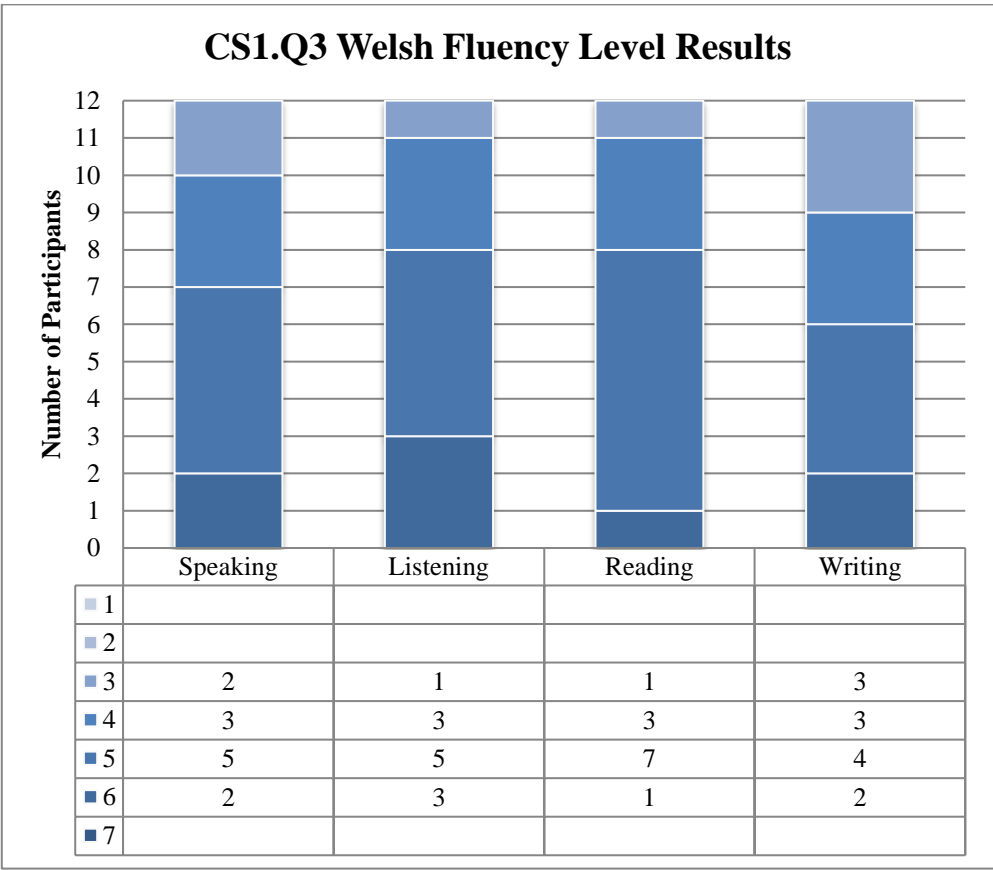


Figure 9: CS1.Q3 Welsh Fluency Level Results

CS1.Q3 Average Welsh Fluency Levels			
Speaking	Listening	Reading	Writing
4.58	4.67	4.83	4.42

Table 15: CS1.Q3 Average Welsh Fluency Levels

4.2.3.2 CS1.Q3 Confidence

When asked for what level of confidence they felt their Welsh to be out of seven (one being the lowest and seven being the highest), the range of answers were from 3–7 for listening and reading, 2–6 for speaking, and 3–6 for writing. [Figure 10](#) illustrates the number of participants that chose the respective levels, and [Table 16](#) illustrates the average confidence level the group identified with. The comparison of these results with the other two questionnaires within Case Study 1 is discussed in section 4.2.4.

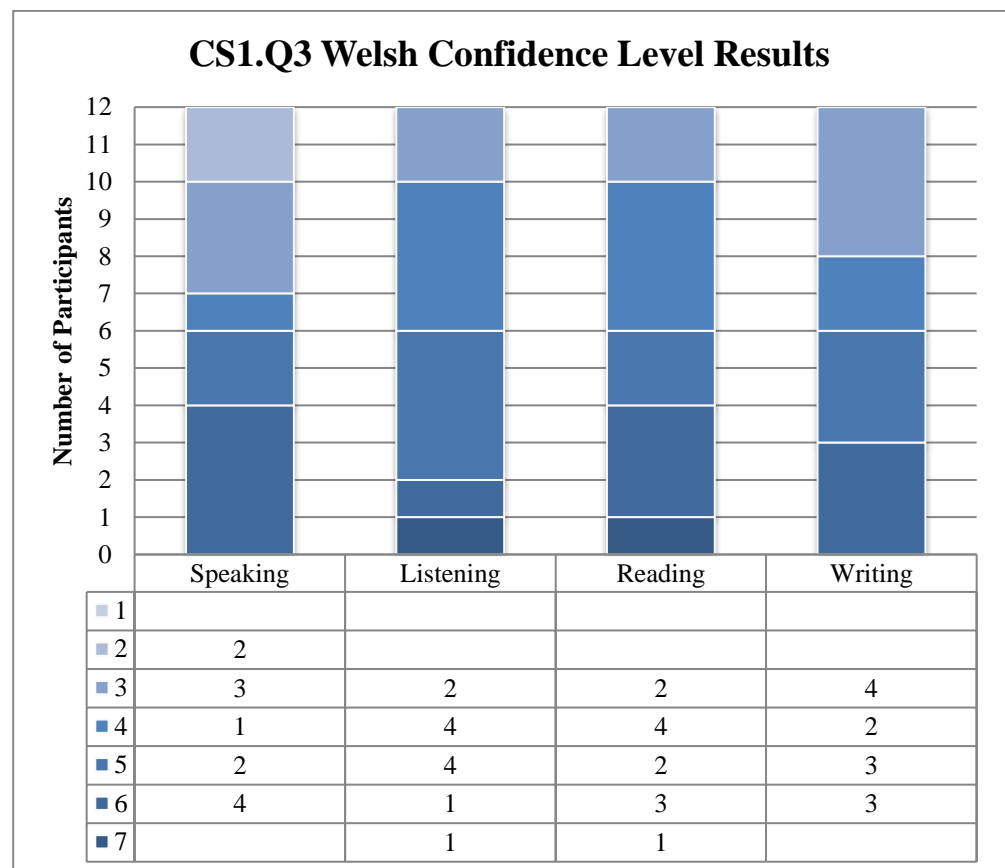


Figure 10: CS1.Q3 Welsh Confidence Level Results

CS1.Q3 Average Welsh Confidence Levels			
Speaking	Listening	Reading	Writing
4.25	4.58	4.75	4.42

Table 16: CS1.Q3 Average Welsh Confidence Levels

4.2.3.3 CS1.Q3 Anticipated Use and Confidence

The participants were then asked how they anticipate using Welsh in their school at the end of the Sabbatical Scheme. Their answers consisted of five themes: incidentally, discrete lessons, within other lessons, supporting colleagues, and school culture. The participants answered qualitatively, so some responses fell within multiple thematic categories.

I will teach Welsh throughout key stage II. I will help any staff who would like to use more Welsh around the school. I will encourage children and staff to use Welsh in all lessons and at break times on the yard with the children. Hopefully I will be able to raise the standards of Welsh within the school. Mainly I would like to encourage the children to enjoy the language as I do. —Participant CS1.05

I will teach all lessons bilingually where appropriate and use incidental Welsh with more confidence and understanding. I will lead staff training sessions sharing ideas and information from the course. I will run a Welsh after school club. —Participant CS1.09

Table 17 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 How participants plan to use Welsh in their school after the scheme	
Use of Welsh	Number of Participants
Incidentally	11
Discrete lessons	11
Within other lessons	6
Supporting colleagues	6
School culture	3

Table 17: CS1.Q3 How participants plan to use Welsh in their school after the scheme

Figure 11 and Figure 12 illustrate the amount of time the participants anticipate using Welsh and the confidence doing so in various professional situations.

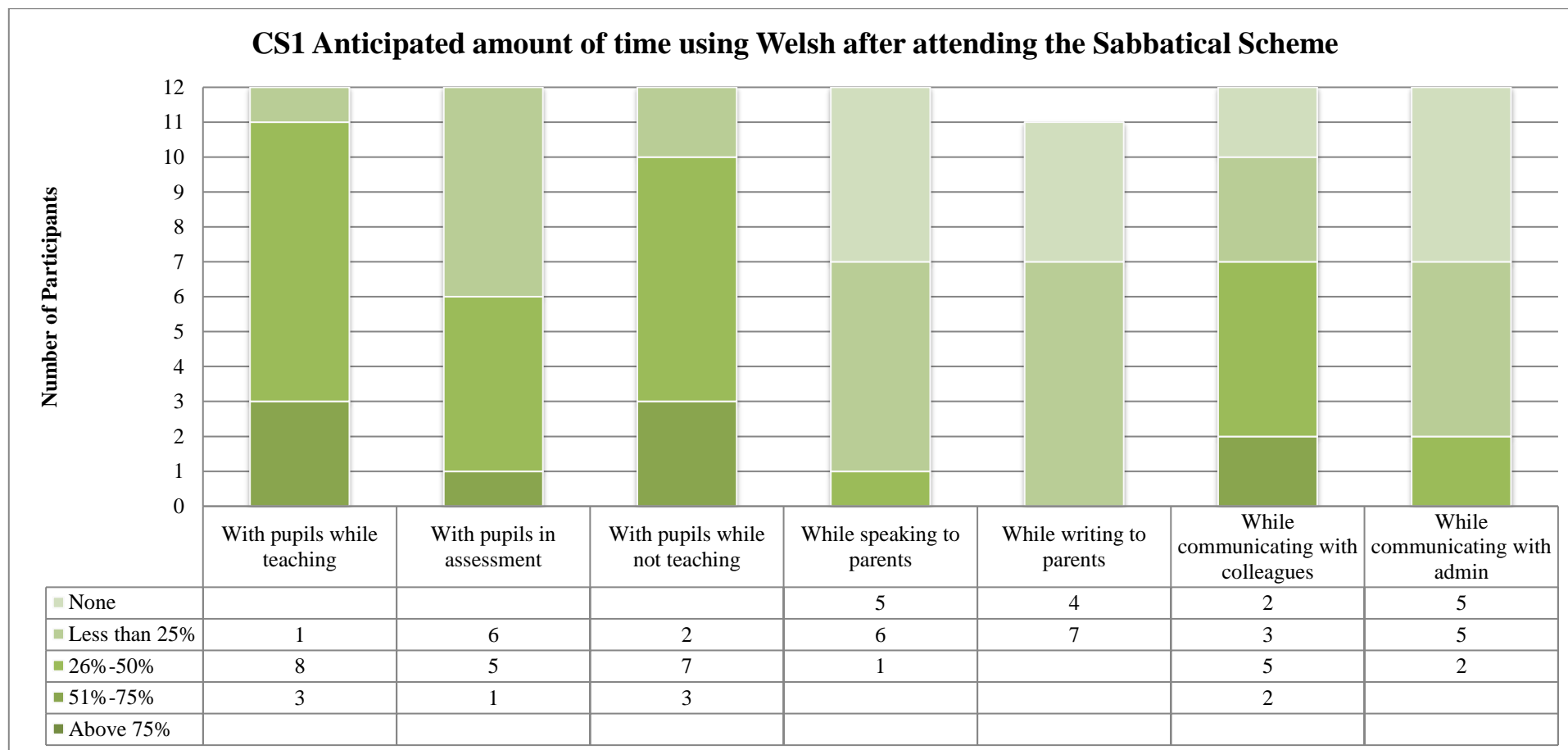


Figure 11: CS1 Anticipated amount of time using Welsh after attending the Sabbatical Scheme

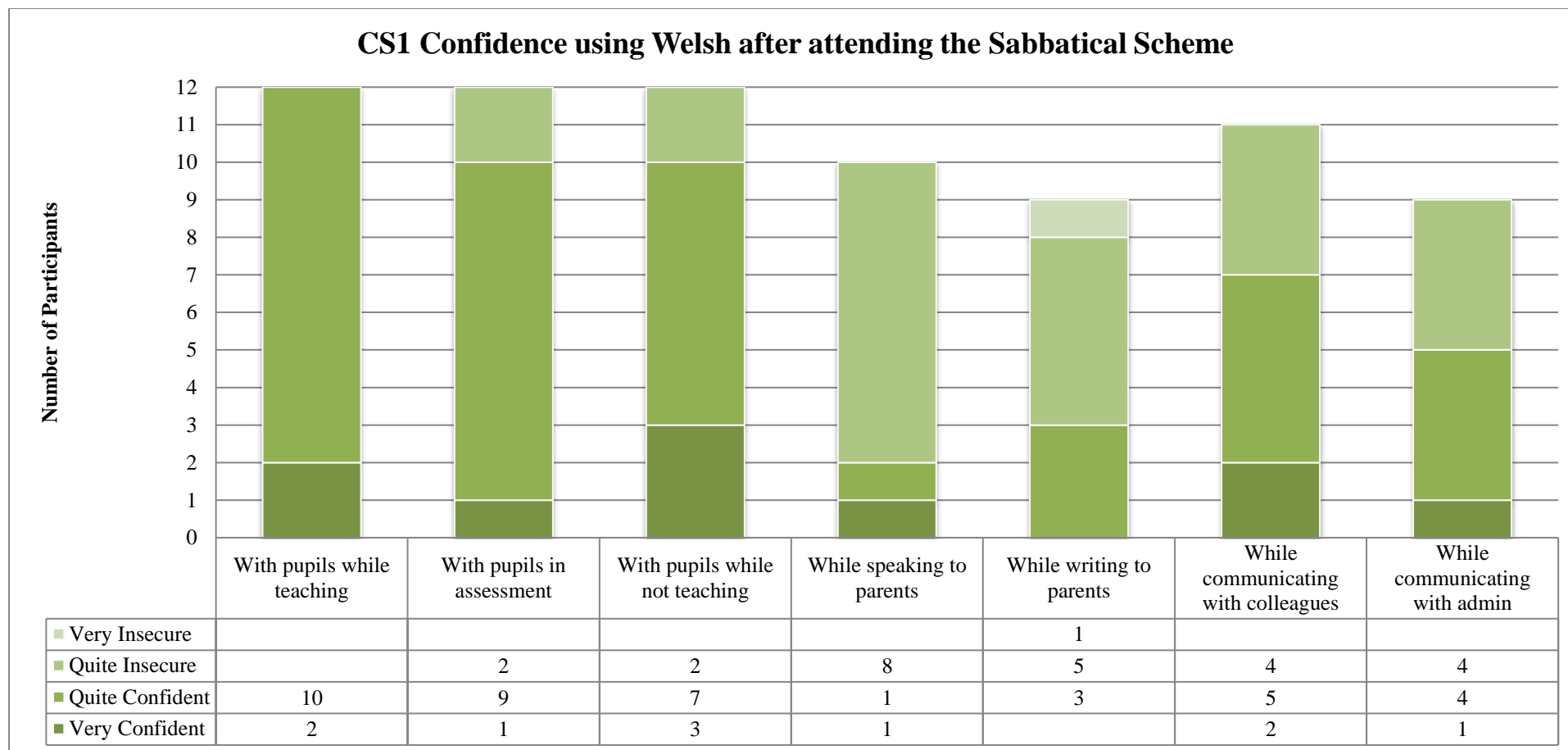


Figure 12: CS1 Confidence using Welsh after attending the Sabbatical Scheme

4.2.3.4 CS1.Q3 Other Qualitative Comments

4.2.3.4.1 Advantages and Disadvantages

The participants were asked to name both what they believed were the advantages and disadvantages of the Sabbatical Scheme. All participants gave answers concerning the advantages, which consisted of five themes: intensity/immersion, time away from school, structured for teachers, small groups, and the tutors. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Tuition by experts and time to concentrate on Welsh, without pressures of teaching. Small number of students taking part meant teaching was thorough with opportunities for paired work, group work, and one to one discussion. —Participant CS1.01

The Sabbatical Scheme has provided a break from the usual routine and stresses of our job to enable me to concentrate fully on learning Welsh. This has been invaluable! All my focus and energy has been applied to one thing as opposed to making learning Welsh an extra pressure. Working with a group of teachers has helped as we have common concerns and requirements. —Participant CS1.10

Intensive block course allows teachers to focus only on the new learning and gives time for learning to be embedded. New friends are made and everyone is keen to continue to speak Welsh and to meet up and do so. Some may attend new courses together. New methodologies are shared and evaluated. —Participant CS1.12

Table 18 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 Participants' Views of Sabbatical Scheme Advantages	
Sabbatical Scheme Advantages	Number of Participants
Intensity/Immersion	10
Time away from school	6
Structured for teachers	3
Small groups	3
Tutors	1

Table 18: CS1.Q3 Participants' Views of Sabbatical Scheme Advantages

Unlike the previous two questionnaires, 8 participants described disadvantages, which consisted of five themes: intensity/immersion, *meicro ddysgu* | micro teaching, assessment, structure, and time away from school.

The participants answered qualitatively, so some responses included responses that fell within multiple categories.

I think the only disadvantage is that because it is such an intensive course—there was not enough time to practice the language learnt before starting a new unit. —Participant CS1.06

The pressure of constant assessment was at times a little overwhelming and having to have the micro dysgu[sic] filmed made it feel like a performance rather than practise of skills. In some ways I felt the micro dysgu[sic] stalled the speed at which I was learning Welsh, as my focus changed from acquiring and remembering new vocabulary and patterns to making sure I performed well in front of fellow teachers and the camera. —Participant CS1.10

The delivery could be changed in order to accommodate all abilities and styles. —Participant CS1.11

Supply cover in school does not always run smoothly. Time out from school means lots of catching up on return. No disadvantages for teachers on course! —Participant CS1.12

Table 19 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 Participants' Views of Sabbatical Scheme Disadvantages	
Sabbatical Scheme Disadvantages	Number of Participants
Intensity/Immersion	4
<i>Meicro ddysgu</i> Micro teaching	2
Assessment	1
Structure	1
Time away from school	1

Table 19: CS1.Q3 Participants' Views of Sabbatical Scheme Disadvantages

4.2.3.4.2 Benefits for you, your school, and the education system

The participants were asked to describe the benefits of the Sabbatical Scheme for them, their school, and the education system as a whole. Concerning benefits for them, all gave answers, which consisted of five themes: intensity/immersion, time away from school, Welsh language skills increasing, Welsh language confidence increasing, and networking opportunities. The participants answered qualitatively, so some responses fell within multiple thematic categories.

*Time to focus on the language without any distractions.
—Participant CS1.04*

More confident with language structure. —Participant CS1.06

The Sabbatical was a huge benefit to me as it was a luxury to focus all my work time on learning Welsh. It provided a break from usual routines and allowed me to concentrate all efforts on one thing. —Participant CS1.10

Table 20 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 Participants' Views of Sabbatical Scheme Benefits for Them	
Sabbatical Scheme Benefits for Them	Number of Participants
Intensity/Immersion	5
Time away from school	5
Welsh language skills increasing	4
Welsh language confidence increasing	4
Networking opportunities	1

Table 20: CS1.Q3 Participants' Views of Sabbatical Scheme Benefits for Them

Concerning how the Sabbatical Scheme benefits the school, all gave answers, which consisted of five themes: Welsh language skills increasing, Welsh language confidence increasing, support for staff increasing, raising standards, and supply teacher covered. The participants answered qualitatively, so some responses fell within multiple thematic categories.

I'll be able to apply what I learnt in the classroom which should raise attainment. I will also be able to assist colleagues more effectively. —Participant CS1.02

I can use more Welsh and I have the confidence and skills to push pupils to improve their Welsh. —Participant CS1.03

Funding for the scheme means the school have not had to do without other necessary resources or training to ensure a member of staff develops skill in the Welsh language. —Participant CS1.10

Table 21 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 Participants' Views of Sabbatical Scheme Benefits for School	
Sabbatical Scheme Benefits for School	Number of Participants
Welsh language skills increasing	9
Welsh language confidence increasing	5
Support for staff increasing	4
Raising standards	4
Supply teacher covered	2

Table 21: CS1.Q3 Participants' Views of Sabbatical Scheme Benefits for School

Regarding how the Sabbatical Scheme benefits the education system, all gave answers, which consisted of five themes: Welsh language skills increasing for teachers, Welsh culture/bilingualism increasing, Welsh language skills increasing for students, raising standards, and networking/good practice. The participants answered qualitatively, so some responses fell within multiple thematic categories.

The profile of Welsh will be raised as will standards as more teachers take part and return to school with greater knowledge, confidence, enthusiasm, and ideas. —Participant CS1.01

More people/teachers/TAs will be able to speak Welsh so therefore more Welsh will be spoken in English Medium Schools. —Participant CS1.11

Government targets for Welsh learning and raising standards can be met more easily with knowledgeable and confident staff. Teachers from Sabbatical Scheme can support other teachers in their training. —Participant CS1.12

Table 22 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 Participants' Views of Sabbatical Scheme Benefits for Education System	
Sabbatical Scheme Benefits for Education System	Number of Participants
Welsh language skills increasing for teachers	7
Welsh culture/bilingualism increasing	4
Welsh language skills increasing for students	3
Raising Standards	2
Networking/Good Practice	2

Table 22: CS1.Q3 Participants' Views of Sabbatical Scheme Benefits for Education System

4.2.3.4.3 Activities and Resources

As with the previous questionnaire, the participants were asked to describe the activities and resources that have helped them learn Welsh during the scheme. Additionally, in this final questionnaire, they were asked what the least useful activities and resources were provided on the Sabbatical Scheme.

Concerning the most useful course activities, the participants listed seven: games, visits/visitors, *meicro ddysgu* | micro teaching, group work, discussion, homework/worksheets, and drilling. The participants answered qualitatively, so some responses fell within multiple categories.

Visits and visitors were very useful. Also micro activities were fab as I learnt loads of sentence patterns that I've used a lot in school. — Participant CS1.08

Playing games to practice new Welsh vocabulary helped reinforce it in a fun way. Visits and visitors were useful for ideas and resources when we return to school. —Participant CS1.10

Homework—helped consolidate learning from the day. Games—helped confidence in a fun, relaxed way. —Participant CS1.11

Table 23 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 Participants' List of Most Useful Sabbatical Scheme Activities	
Sabbatical Scheme Activities	Number of Participants
Games	5
Visits/Visitors	5
<i>Meicro Ddysgu</i> Micro teaching	4
Group Work	3
Discussion	2
Homework/worksheets	2
Drilling	1

Table 23: CS1.Q3 Participants' List of Most Useful Sabbatical Scheme Activities

On the other hand, only eight of the participants answered what activities they believed to be the least useful. Those participants listed four activities: advanced units, *meicro ddysgu* / micro teaching, visits, and

homework/worksheets. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Some of the more advanced units as would not generally use in school or in day to day. —Participant CS1.04

Micro dysgu[sic]—as they took the emphasis off our learning. I feel as if I have not made any progress since week 5. —Participant CS1.11

“Visit to the Millennium Centre was fun but did not help Welsh much. Too much language too soon. —Participant CS1.12

Table 24 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 Participants’ List of Least Useful Sabbatical Scheme Activities	
Sabbatical Scheme Activities	Number of Participants
Advanced units	3
<i>Meicro ddysgu</i> Micro teaching	2
Visit	1
Homework/worksheets	1

Table 24: CS1.Q3 Participants’ List of Least Useful Sabbatical Scheme Activities

Regarding the most useful course resources that helped them in learning Welsh, the participants listed eight: course notes/units/PowerPoint presentations, games, resources created by other students, homework/worksheets, CDs, links to appropriate websites, visitors, and access to lamination/printing. The participants answered qualitatively, so some responses fell within multiple categories.

All resources supplied by the university were excellent AND resources designed for and by colleagues were most useful. —Participant CS1.07

Sharing the resources from our micro dysgu’s[sic], so we don’t have to reinvent the wheel! —Participant CS1.09

Course file—organized units into progressive order. Grammar tips and vocabulary lists as well as sentence patterns were included. It was a good idea to give out units as they occurred and not all in one go. Homework reinforced learning. Methodologies for teaching given by education authority advisors who visited. Lesson plans for

mini lessons and meicro dysgus[sic] gave strong structure to teaching of Welsh. —Participant CS1.12

Table 25 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 Participants' List of Most Useful Sabbatical Scheme Resources	
Sabbatical Scheme Resources	Number of Participants
Course notes/units/PowerPoint presentations	7
Games	5
Resources created by other students	4
Homework/worksheets	3
CDs	2
Links to appropriate websites	1
Visitors	1
Access to lamination/printing	1

Table 25: CS1.Q3 Participants' List of Most Useful Sabbatical Scheme Resources

Only two participants answered when asked for what they felt were the least useful resources provided while on the scheme, both referring to their previous answers concerning least useful activities. Both of their answers concerned the advanced units on the course being not very useful to them.

Some of the units taught will not be of particular use in my setting, but did give me greater understanding of the Welsh language. — Participant CS1.01

Too many units to cover, most of which I won't use in school. — Participant CS1.09

4.2.3.4.4 Recommendations concerning the Sabbatical Scheme

The participants were asked what changes they would recommend be made to make the Sabbatical Scheme more effective. All but two gave answers, which consisted of five themes: longer course, more conversation, more differentiation for ability, more teaching activities, and less *meicro ddysgu* | micro teaching. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Less emphasis on the two meicro ddysgu sessions and more on applying skills across the curriculum. —Participant CS1.02

A bit longer—we only had 10 weeks so it was a heavy pace. —Participant CS1.03

Differentiate the course context to suit the individual or groups of similar ability. —Participant CS1.09

Table 26 illustrates the number of participants whose responses fell within those categories.

CS1.Q3 Participants' Recommendations for Changes to the Sabbatical Scheme	
Proposed Sabbatical Scheme Changes	Number of Participants
Longer course	4
More conversation	2
More differentiation for ability	2
More teaching activities	2
Less <i>meicro ddysgu</i> micro teaching	2

Table 26: CS1.Q3 Participants' Recommendations for Changes to the Sabbatical Scheme

4.2.4 Case Study 1, Questionnaires Combined

4.2.4.1 CS1 Combined Fluency and Confidence Levels

Figure 13, Figure 14, Figure 15, and Figure 16 illustrate the answers given concerning what level of fluency participants felt their Welsh to be out of seven (one being the lowest and seven being the highest) over the three Case Study 1 questionnaires. Given that the questionnaires were answered at the start, middle, and end of the course; the combined questionnaires can therefore be used as a timeline to determine whether progress in fluency had been made. As these figures indicate, in all four categories—speaking, listening, reading, and writing—participants felt their fluency had increased from the start to end.

Figure 17, Figure 18, Figure 19, and Figure 20 illustrate the answers given concerning what level of confidence out of seven (one being the lowest and seven being the highest) that participants felt they had in using Welsh, over the three Case Study 1 questionnaires. Given that the three questionnaires were answered at the start, middle, and end of the course; the combined questionnaires can therefore be used as a timeline to determine whether progress in confidence had been made. As these figures indicate, in all four categories—speaking, listening, reading, and writing—participants felt their confidence had increased from the start to end.

As Figure 21 illustrates, the average Welsh fluency levels from the combined Case Study 1 questionnaires indicate: an increase in speaking fluency on average from 2.5 to 4.58; an increase in listening fluency on average from 2.5 to 4.67; an increase in reading fluency from 2.42 to 4.83; and an increase in writing fluency from 2.08 to 4.42. Hence, there was an increase of at least 2 levels in all categories. Figure 21 also demonstrates that the average Welsh confidence levels from the combined Case Study 1

questionnaires indicate: an increase in speaking confidence on average from 2.42 to 4.25; an increase in listening confidence on average from 2.17 to 4.58; an increase in reading confidence from 2 to 4.75, and an increase in writing confidence from 2 to 4.42. Hence, there was an increase of at least 2 levels in all categories.

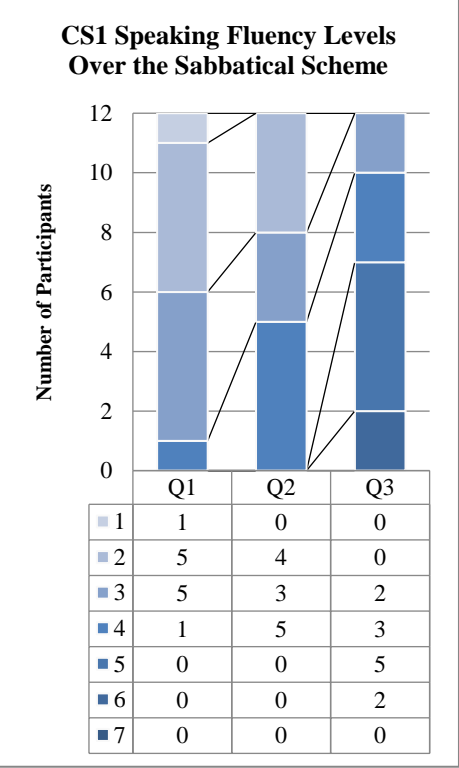


Figure 13: CS1 Speaking Fluency Levels Over the Sabbatical Scheme

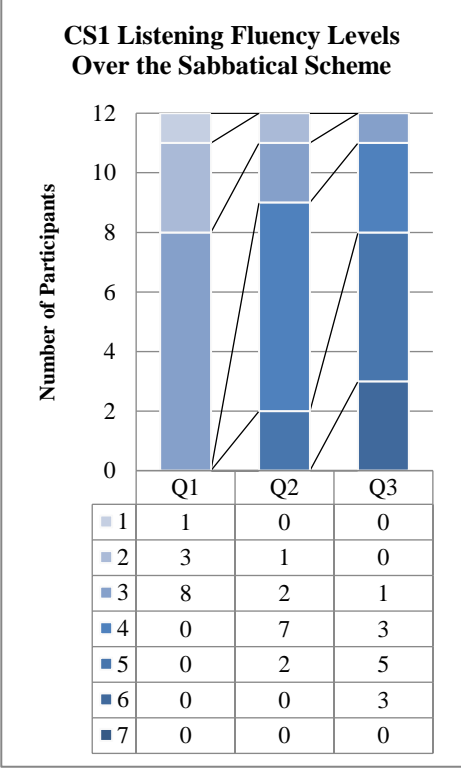


Figure 14: CS1 Listening Fluency Levels Over the Sabbatical Scheme

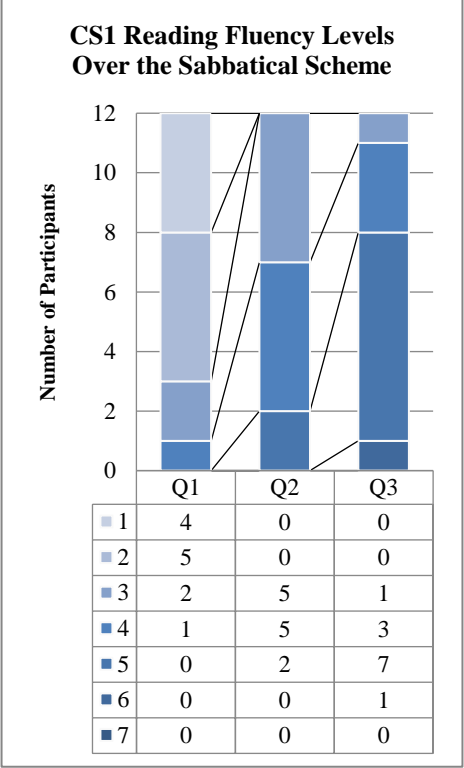


Figure 15: CS1 Reading Fluency Levels Over the Sabbatical Scheme

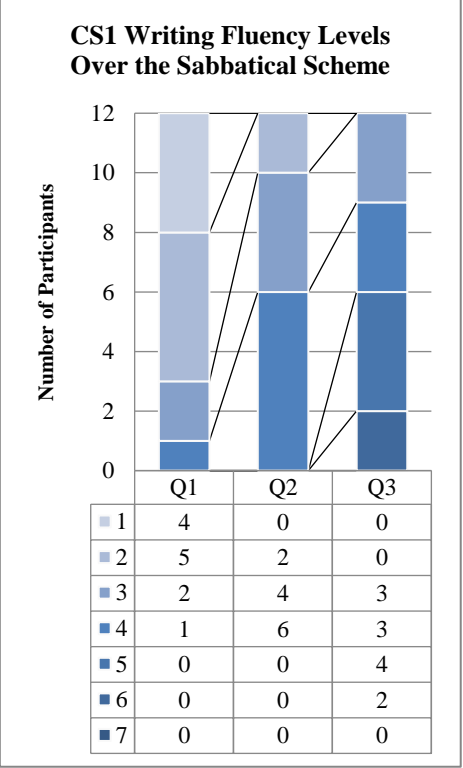


Figure 16: CS1 Writing Fluency Levels Over the Sabbatical Scheme

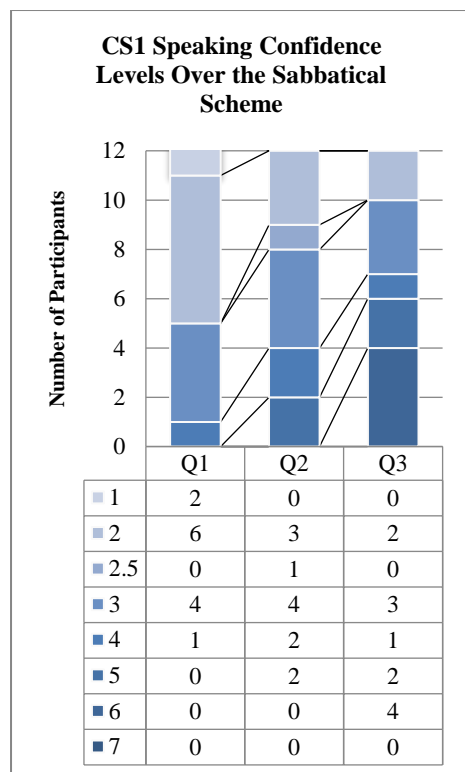


Figure 17: CS1 Speaking Confidence Levels Over the Sabbatical Scheme

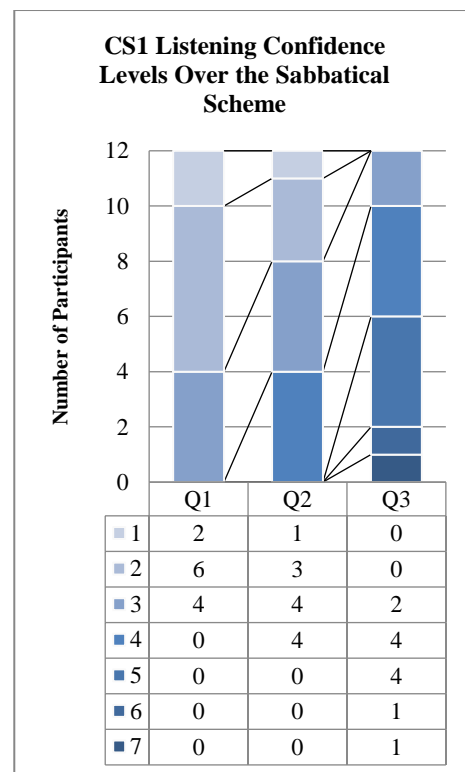


Figure 18: CS1 Listening Confidence Levels Over the Sabbatical Scheme

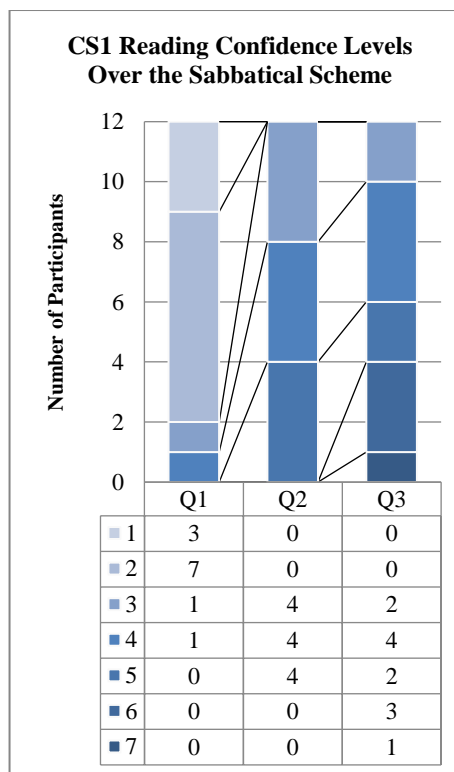


Figure 19: CS1 Reading Confidence Levels Over the Sabbatical Scheme

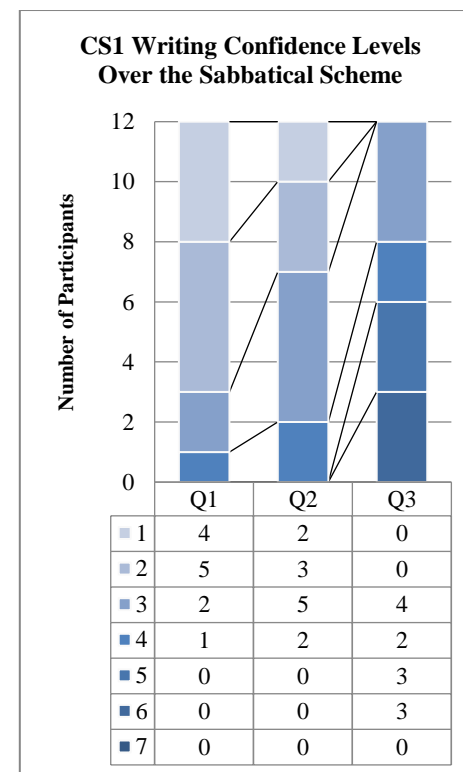


Figure 20: CS1 Writing Confidence Levels Over the Sabbatical Scheme

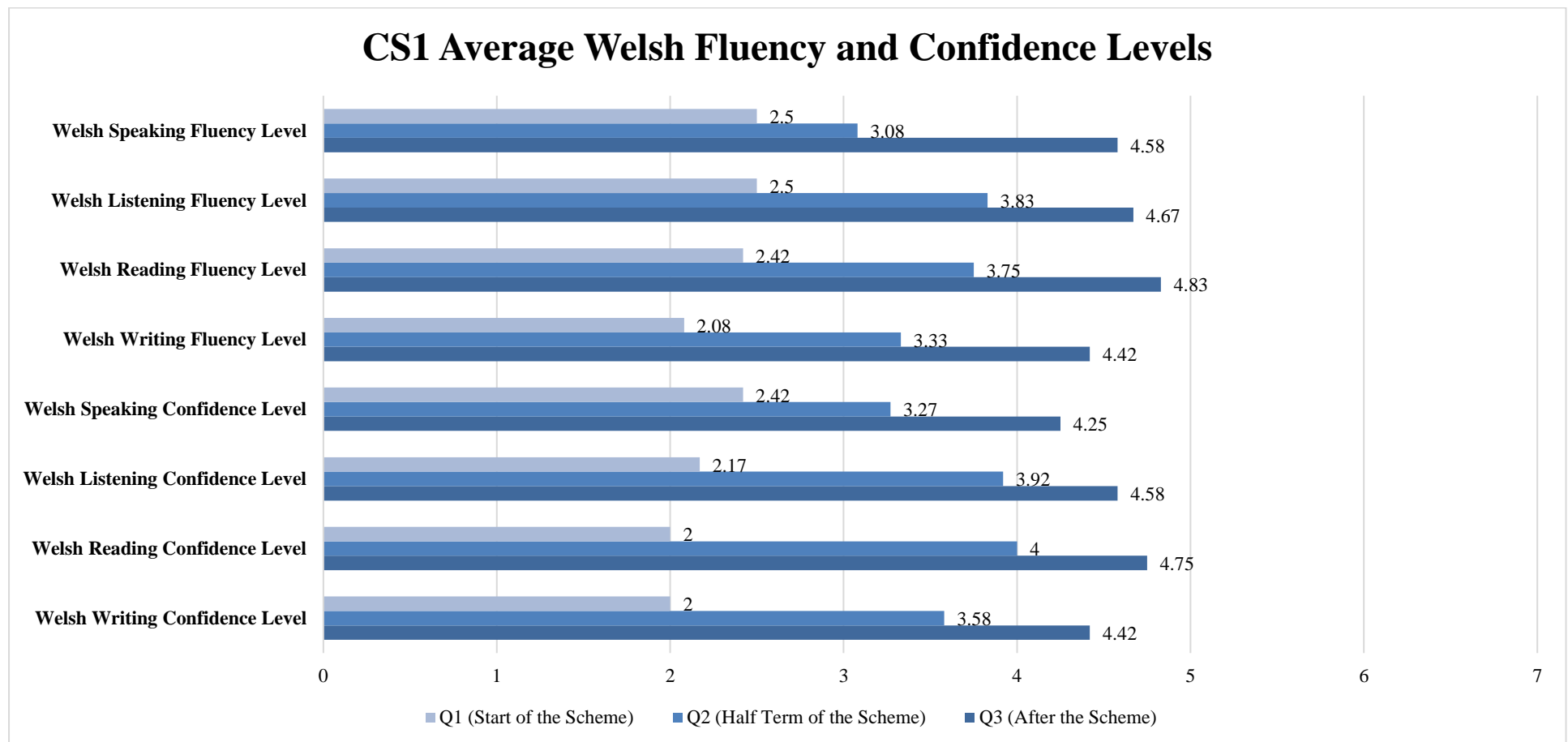


Figure 21: CS1 Average Welsh Fluency and Confidence Level

4.2.4.2 CS1 Combined Before and Anticipated Use of Welsh

Figure 22, Figure 24, Figure 26, Figure 28, Figure 30, Figure 32, and Figure 34 illustrate the answers given concerning the amount of time the participants stated they used Welsh before and anticipate to use after attending the Sabbatical Scheme, in seven professional situations. In all situations, there were more participants anticipating using Welsh at a higher percentage of time as opposed to those who felt they would use Welsh at the same percentage of time as before starting the scheme. No participant felt they would use Welsh at a lesser amount of time than before starting the scheme. In Figure 30, one participant chose not to answer that question, which caused the chart to illustrate a decline where, in reality, there was none.

Figure 23, Figure 25, Figure 27, Figure 29, Figure 31, Figure 33, and Figure 35 illustrate the answers given concerning the amount of confidence the participants stated they had while using Welsh before and anticipate having after attending the Sabbatical Scheme, in seven professional situations. In all situations, there were more participants anticipating having a higher level of confidence while using Welsh as opposed to those who felt the same amount of confidence before starting the scheme. No participant felt they had less confidence than before starting the scheme. In Figure 29, Figure 31, and Figure 35 some participants chose not to answer those questions concerning after (anticipated), which caused the charts to illustrate declines when, in reality, there were none.

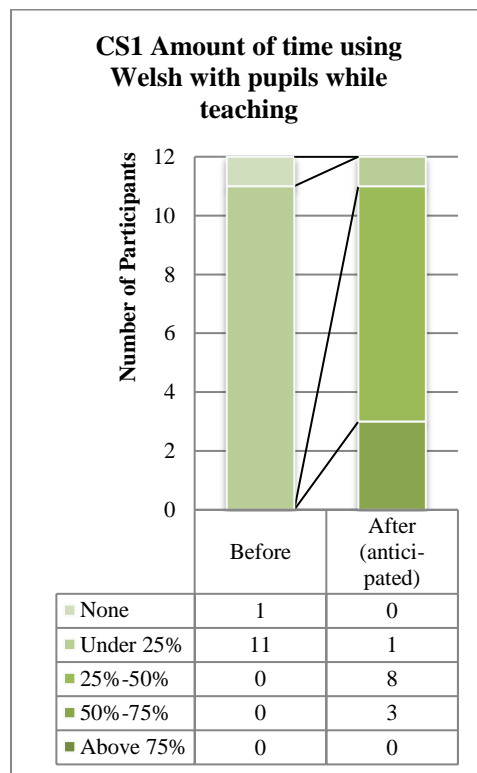


Figure 22: CS1 Amount of time using Welsh with pupils while teaching

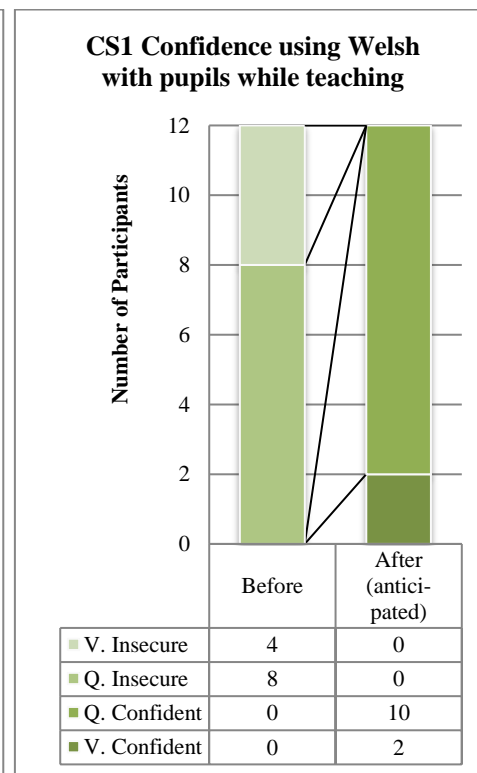


Figure 23: CS1 Confidence using Welsh with pupils while teaching

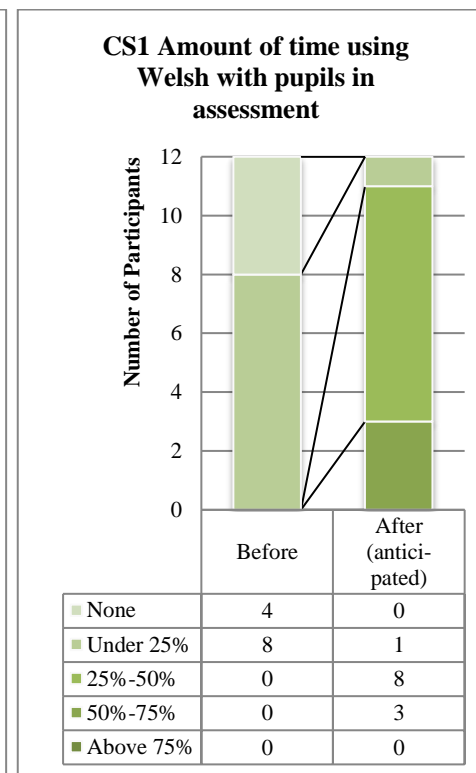


Figure 24: CS1 Amount of time using Welsh with pupils in assessment

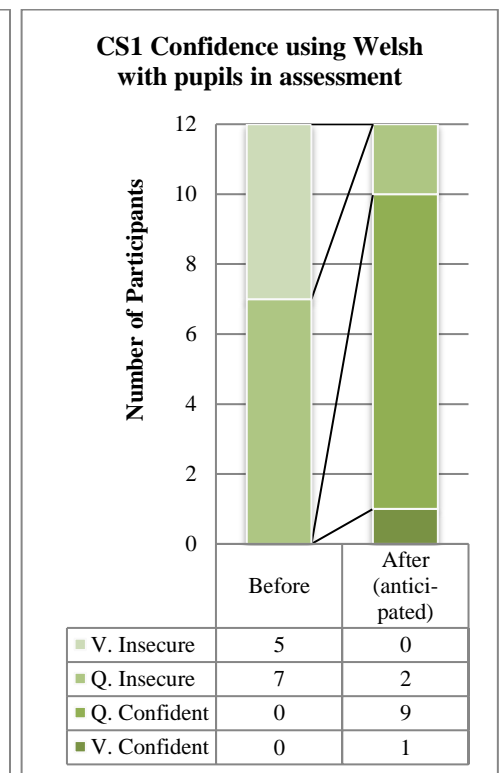


Figure 25: CS1 Confidence using Welsh with pupils in assessment

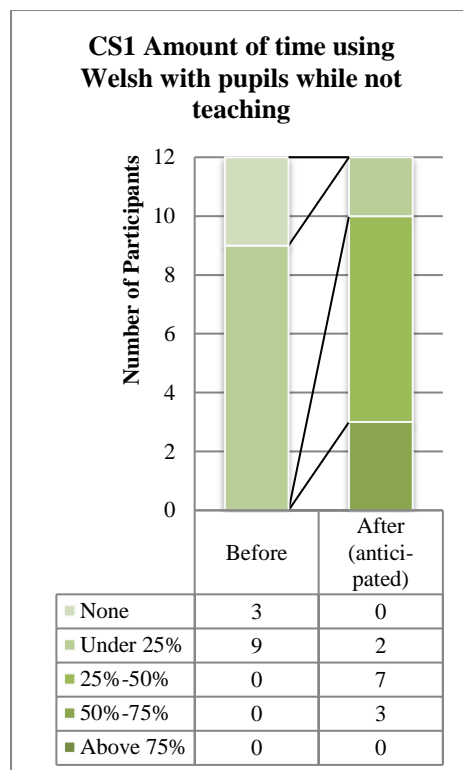


Figure 26: CS1 Amount of time using Welsh with pupils while not teaching

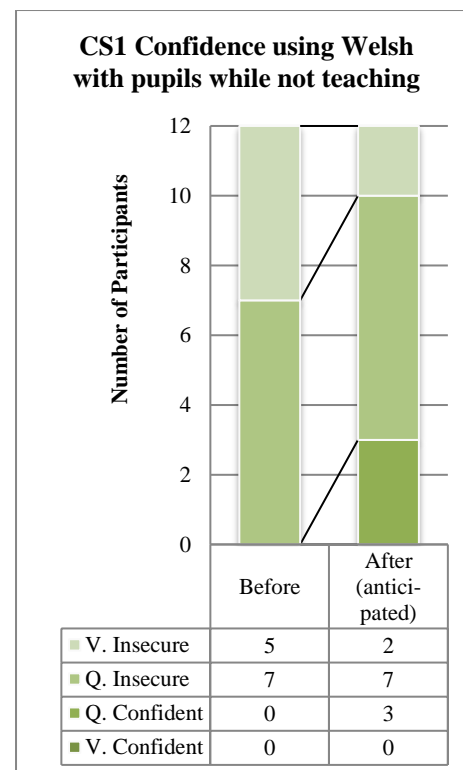


Figure 27: CS1 Confidence using Welsh with pupils while not teaching

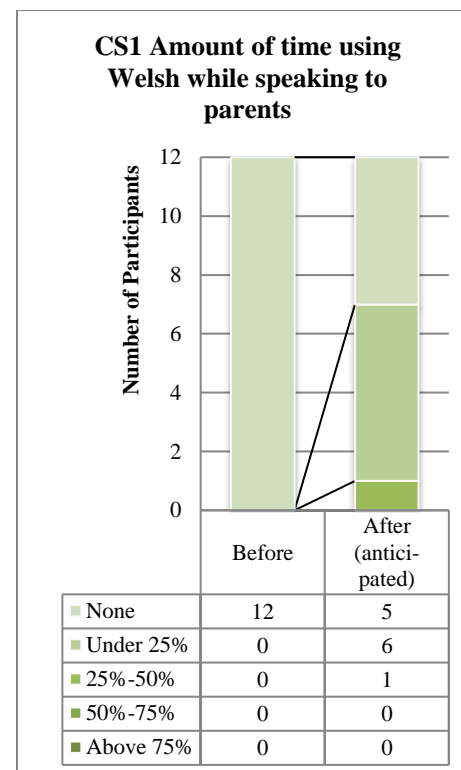


Figure 28: CS1 Amount of time using Welsh while speaking to parents

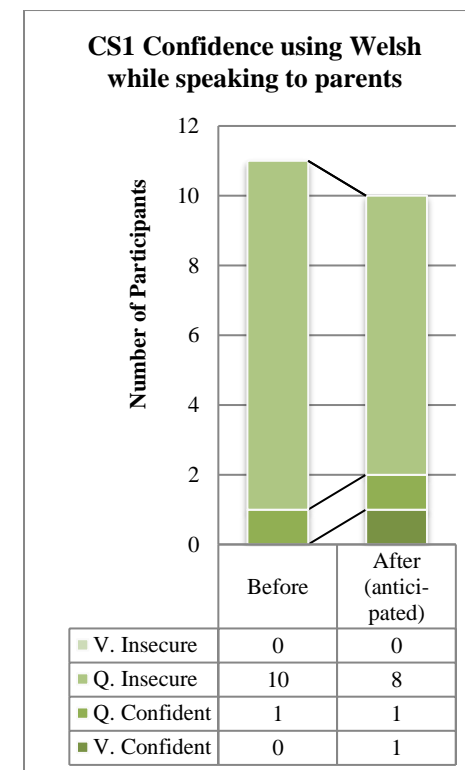


Figure 29: CS1 Confidence using Welsh while speaking to parents

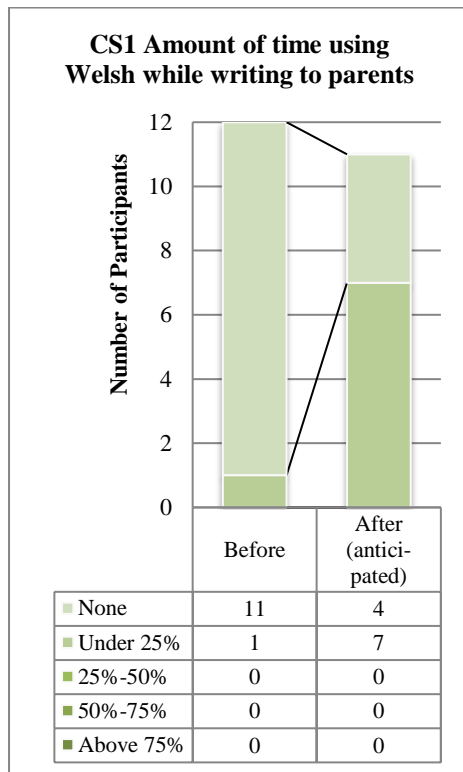


Figure 30: CS1 Amount of time using Welsh while writing to parents

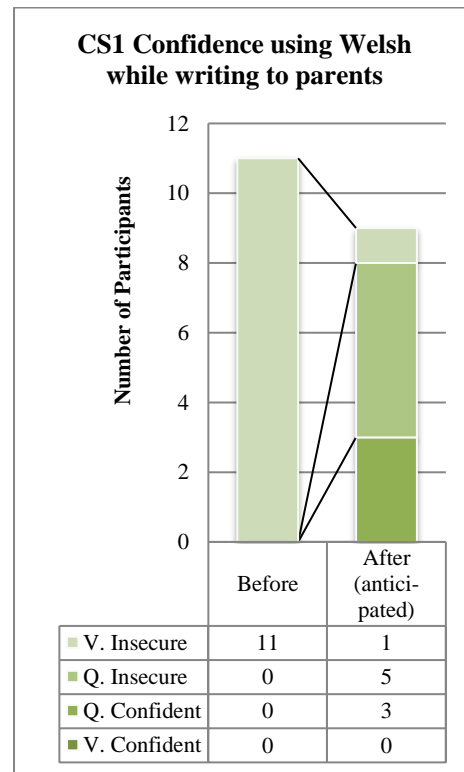


Figure 31: CS1 Confidence using Welsh while writing to parents

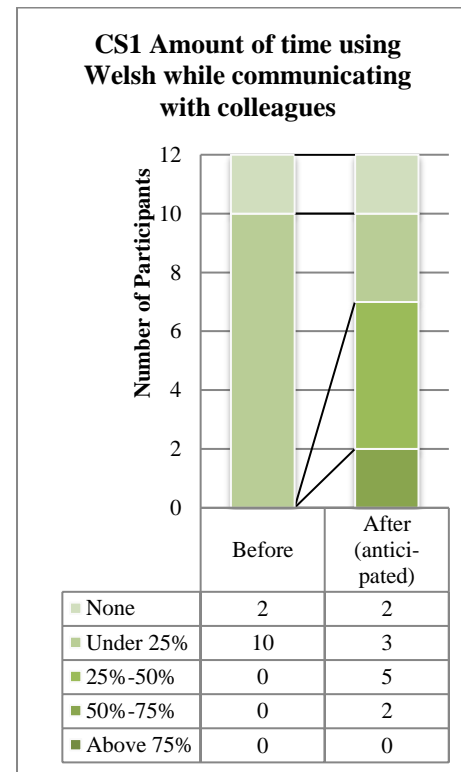


Figure 32: CS1 Amount of time using Welsh while communicating with colleagues

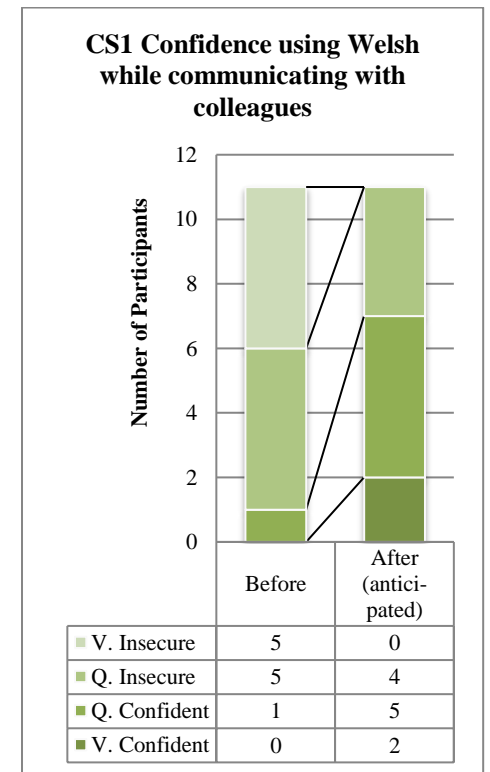


Figure 33: CS1 Confidence using Welsh while communicating with colleagues

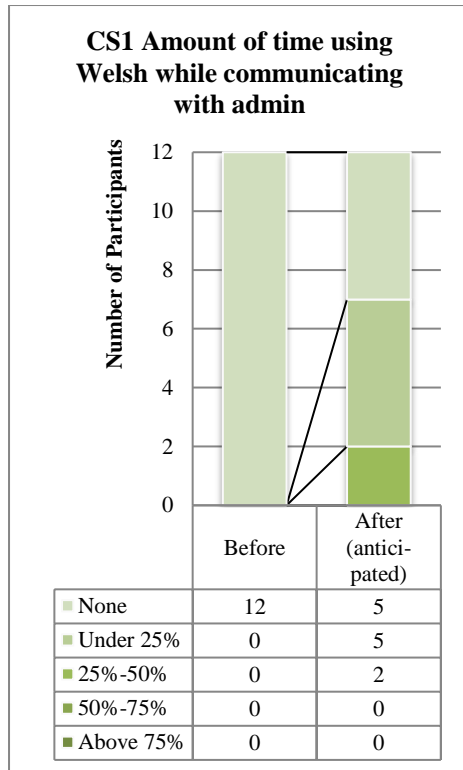


Figure 34: CS1 Amount of time using Welsh while communicating with admin

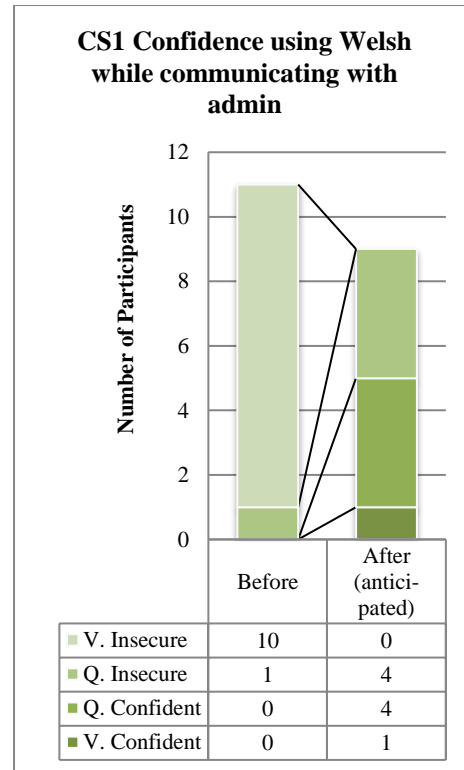


Figure 35: CS1 Confidence using Welsh while communicating with admin

4.3 Case Study 2 (CS2)

In Case Study 2, there were seven participants, five women and two men. Four participants were born in Wales, two in England, and one in Scotland. Three have family members that communicate in Welsh, one being a participant's partner, the next being a participant's brother, and the last being a participant's children. Four of the participants had children, but only one of their children attended or had attended a Welsh-medium school. None of the childless participants indicated that they would send any future children to a Welsh-medium school. When asked whether the participants communicated in Welsh with their family, only two answered that they spoke some Welsh; and only one reads/writes Welsh with family members, stating that s/he uses Welsh on Facebook with other Welsh-speaking family members.

Of the six participants who answered the questions of educational history, one was educated in England and the rest in Wales. None indicated they attended a Welsh-medium school. The same five attended a Welsh university through the medium of English. Four participants learned some level of Welsh in their primary and/or secondary school(s), with varying levels of effectiveness. Five participants had attended Welsh lessons as an adult before attending the Welsh National Sabbatical Scheme.

When asked whether they volunteered or were chosen to participate in the Sabbatical Scheme, all participants stated they volunteered. Their reasons/motivations for participating on the Sabbatical Scheme fell under four themes: to increase fluency, career development/improve teaching, increase confidence, and personal development. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Because I am expected to teach Welsh and judgement of my teaching includes my ability to use Welsh. And I like it. —Participant CS2.01

I have picked up most of my Welsh language incidentally. This means I have lots of gaps in knowledge and this gets frustrating when trying to talk with Welsh speaking colleagues etc. My responsibilities in my current role include Welsh language and bilingualism development. —Participant CS2.07

Table 27 illustrates the number of participants whose responses fell within those categories.

CS2.Q1 Participants' Reasons for Participating on Sabbatical Scheme	
Reasons for Participating	Number of Participants
Increase Fluency	5
Career Development/Improve Teaching	4
Increase Confidence	2
Personal Development	2

Table 27: CS2.Q1 Participants' Reasons for Participating on Sabbatical Scheme

Participants were also asked for the reasons their schools wanted them to participate on the Sabbatical Scheme. The reasons consisted of five themes: career development/improve teaching, increase standards, increase confidence, increase fluency, and school culture. The participants answered qualitatively, so some responses fell within multiple thematic categories.

One of our issues from our last inspection was Welsh so any evidence that we have addressed that is good. We need more confident Welsh speakers. —Participant CS2.01

So I become more confident in speaking and teaching Welsh. —Participant CS2.05

My school is doing particularly well in Welsh for the LEA. My head teacher feels that we need to maintain over pace and keep pushing the school as a flagship bilingual school. We both feel the sabbatical will give me the knowledge and skills to maintain our current status while introducing new ways to work as a fully bilingual setting. —Participant CS2.07

Table 28 illustrates the number of participants whose responses fell within the five themes.

CS2.Q1 Schools' Reasons for Participating in Sabbatical Scheme	
Reasons for Participating	Number of Participants
Career Development/Improve Teaching	6
Increase Standards	5
Increase Confidence	2
Increase Fluency	2
School Culture	1

Table 28: CS2.Q1 Schools' Reasons for Participating in Sabbatical Scheme

Professionally, the seven participants all work as teachers at Cardiff, English-medium primary/nursery schools. All use Welsh at some level within their teaching. When asked, none described how they used Welsh currently. [Figure 36](#) and [Figure 37](#) illustrate the amount of time and confidence the participants have using Welsh in various professional situations.

The participants were asked how they will use what they have learned on the Sabbatical Scheme in their school. Their answers consisted of four themes: discrete lessons, supporting colleagues, school culture, and incidentally. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Mostly within my class, but I also expect to be much more high profile with my use of incidental Welsh in school. —Participant CS2.01

To teach lessons to children based upon what I have learnt. To liaise with other staff members to give support. —Participant CS2.04

Make lessons more inspiring. Deliver lessons bilingually. Converse/understand outside. —Participant CS2.08

[Table 29](#) illustrates the number of participants whose responses fell within those categories.

CS2.Q1 How participants plan to use what they have learned on the Sabbatical Scheme	
Use of Welsh	Number of Participants
Discrete lessons	6
Supporting colleagues	3
School culture	2
Incidentally	1

Table 29: CS2.Q1 How participants plan to use what they have learned on the Sabbatical Scheme

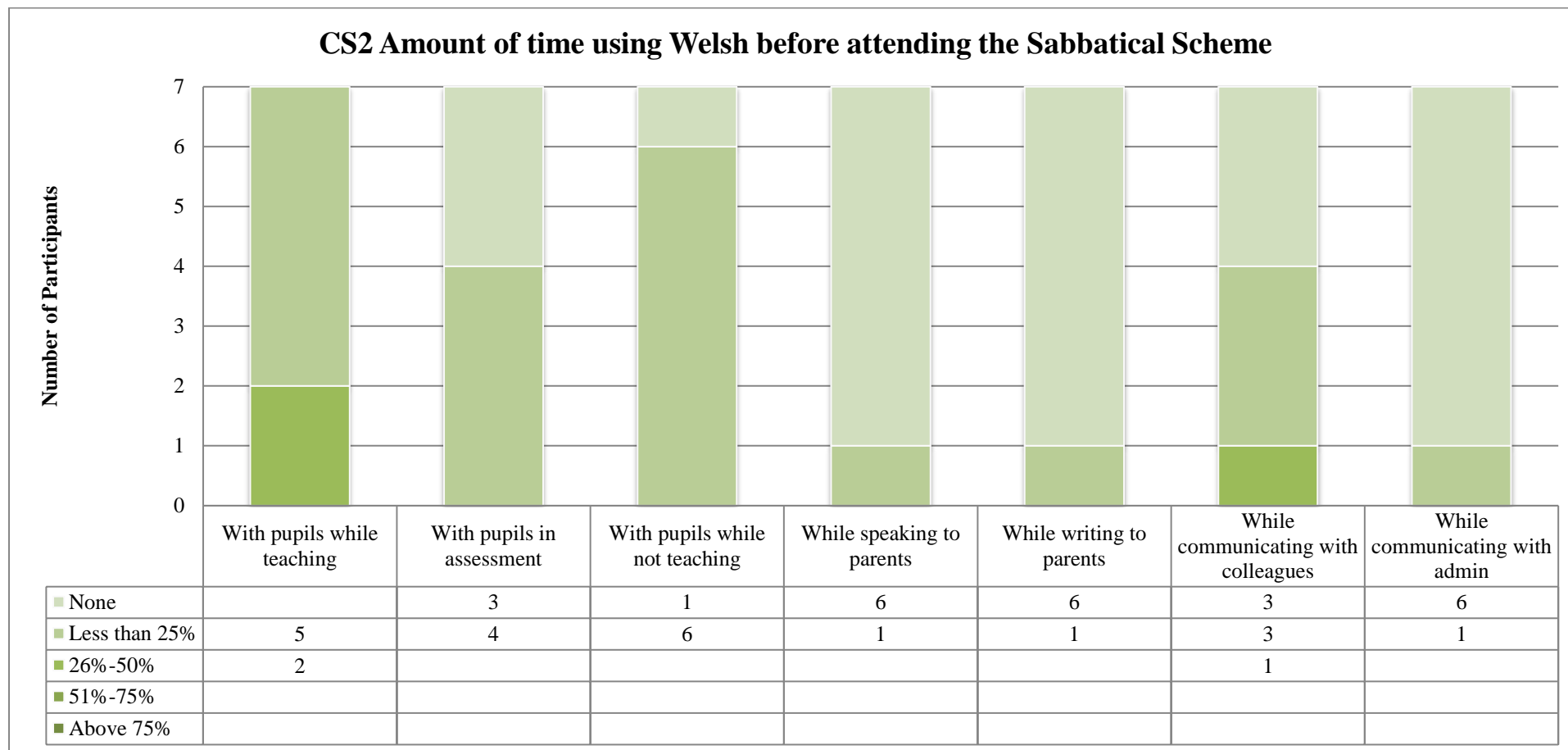


Figure 36: CS2 Amount of time using Welsh before attending the Sabbatical Scheme

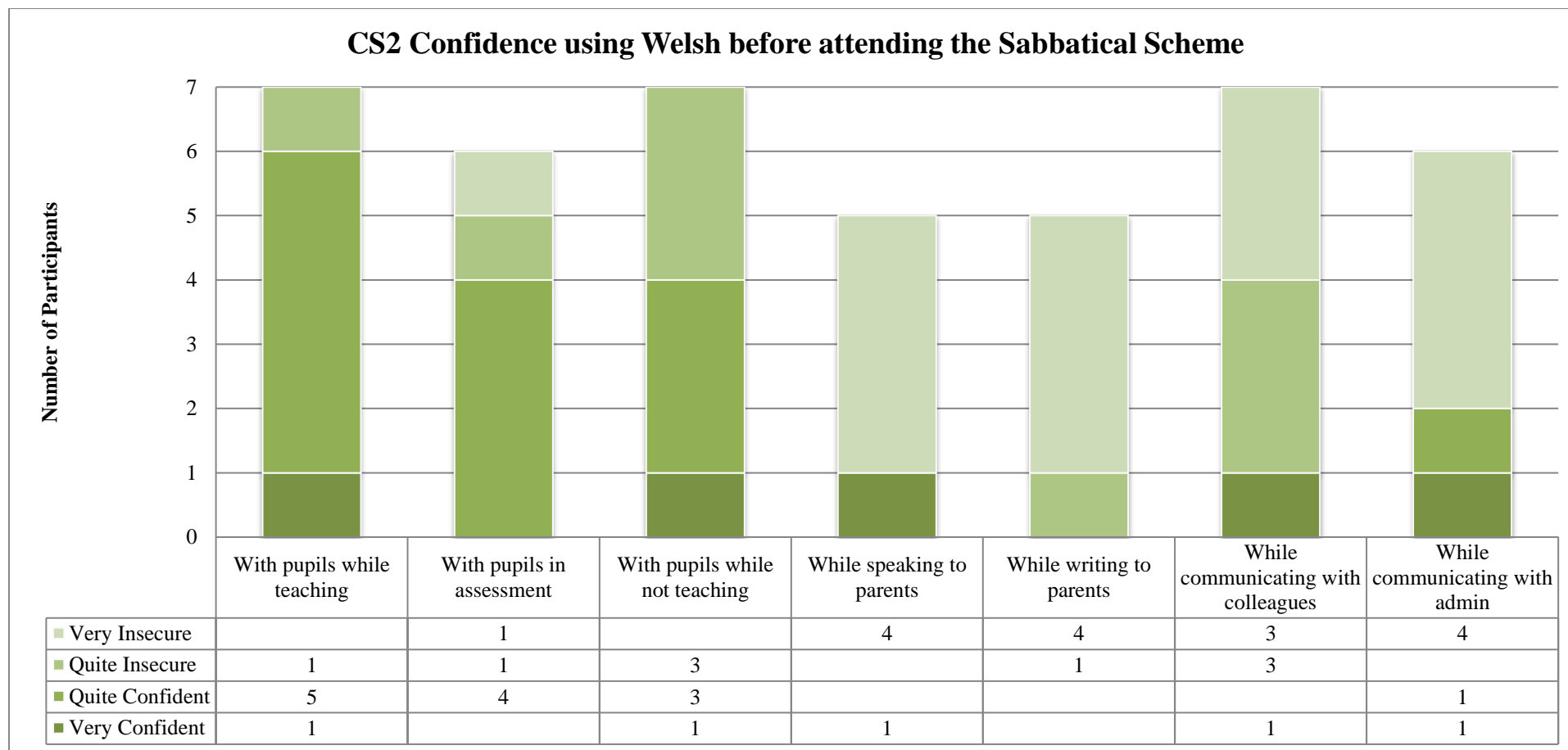


Figure 37: CS2 Confidence using Welsh before attending the Sabbatical Scheme

4.3.1 Case Study 2, Questionnaire 1 (CS2.Q1)

4.3.1.1 CS2.Q1 Fluency

When asked for what level they felt their fluency in Welsh to be out of seven (one being the lowest and seven being the highest), the participants' range of answers were from 2–5 for speaking, 1–5 for listening, 2–4 for reading, and 1–4 for writing. [Figure 38](#) illustrates the number of participants that chose the respective levels, and [Table 30](#) illustrates the average fluency level the group identified with. The comparison of these results with the other two questionnaires within Case Study 2 is discussed in section 4.3.4.

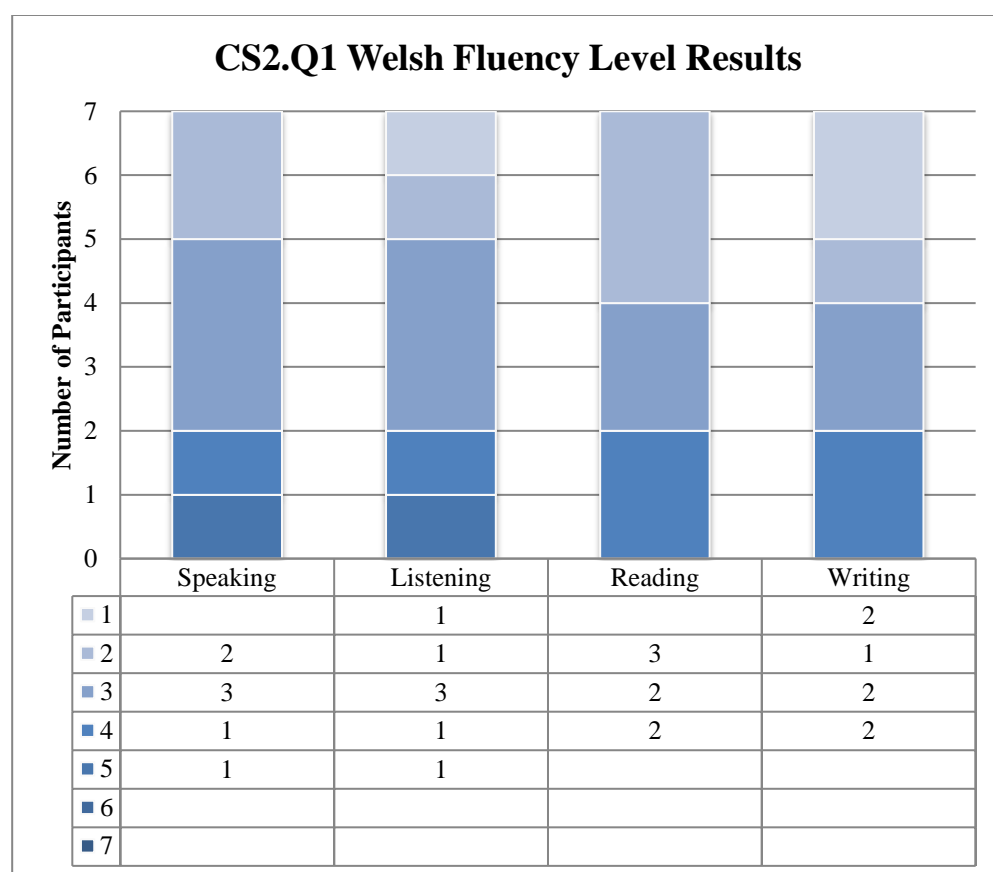


Figure 38: CS2.Q1 Welsh Fluency Level Results

CS2.Q1 Average Welsh Fluency Levels			
Speaking	Listening	Reading	Writing
3.14	3	2.86	2.57

Table 30: CS2.Q1 Average Welsh Fluency Levels

4.3.1.2 CS2.Q1 Confidence

When asked for what level of confidence they felt their Welsh to be out of seven (one being the lowest and seven being the highest), the participants' range of answers were from 1–4 for all four categories. [Figure 39](#) illustrates the number of participants that chose the respective levels, and [Table 31](#) illustrates the average confidence level the group identified with. The comparison of these results with the other two questionnaires within Case Study 2 is discussed in section 4.3.4.

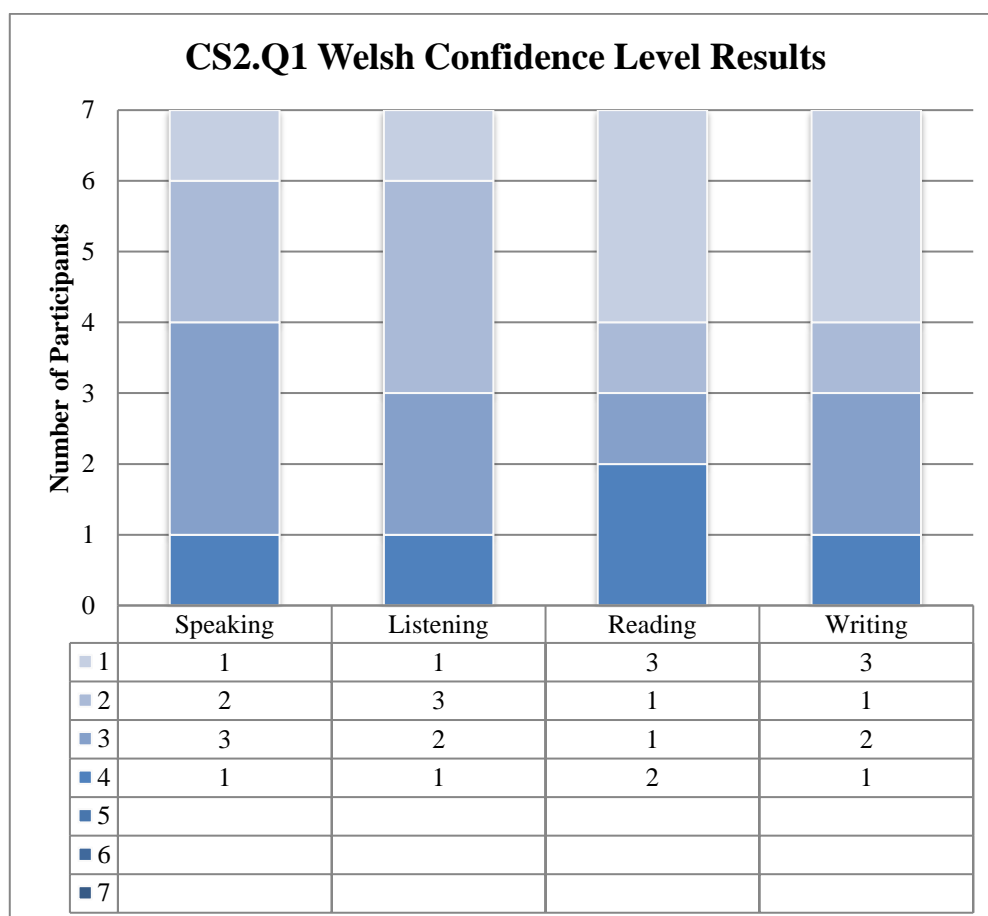


Figure 39: CS2.Q1 Welsh Confidence Level Results

CS2.Q1 Average Welsh Confidence Levels			
Speaking	Listening	Reading	Writing
2.71	2.57	2.29	2.14

Table 31: CS2.Q1 Average Welsh Confidence Levels

4.3.1.3 CS2.Q1 Qualitative Comments

The participants were asked to name what they believed were the advantages and disadvantages of the Sabbatical Scheme. All but one participant gave answers concerning the advantages, and these advantages consisted of four themes: intensity/immersion, financial support for the scheme, increasing knowledge of and confidence in using Welsh, and networking. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Fully supported by the school due to financial support and cover for full term at uni. —Participant CS2.02

It's an intense experience. It will enable me to learn Welsh quicker. —Participant CS2.05

Increased knowledge and understanding of the Welsh language. —Participant CS2.07

Table 32 illustrates the number of participants whose responses fell within those categories.

CS2.Q1 Participants' Views of Sabbatical Scheme Advantages	
Sabbatical Scheme Advantages	Number of Participants
Intensity/Immersion	4
Financial support for the scheme	1
Increasing knowledge/confidence	1
Networking	1

Table 32: CS2.Q1 Participants' Views of Sabbatical Scheme Advantages

When it came to the disadvantages of the Sabbatical Scheme, four of the seven participants gave disadvantages; the rest either left it blank, scratched it through, or wrote “Don't yet know”. All but one disadvantage was to do with aspects of the time away from their schools.

Time out of school—away from pupils. —Participant CS2.02

leaving my class :-(. —Participant CS2.07

None; other than what you'd miss back at nursery. —Participant CS2.08

The one participant who had previously commented that intensity of the scheme was an advantage also stated under disadvantages that the same intensity

Sometimes can be overload on the brain! —Participant CS2.05.

4.3.2 Case Study 2, Questionnaire 2 (CS2.Q2)

4.3.2.1 CS2.Q2 Fluency

When asked for what level they felt their fluency in Welsh to be out of seven (one being the lowest and seven being the highest), the participants' range of answers were from 2–4 for speaking and writing, 2–5 for listening, and 3–5 for reading. [Figure 40](#) illustrates the number of participants that chose the respective levels, and [Table 33](#) illustrates the average fluency level the group identified with. The comparison of these results with the other two questionnaires within Case Study 2 is discussed in section 4.3.4.

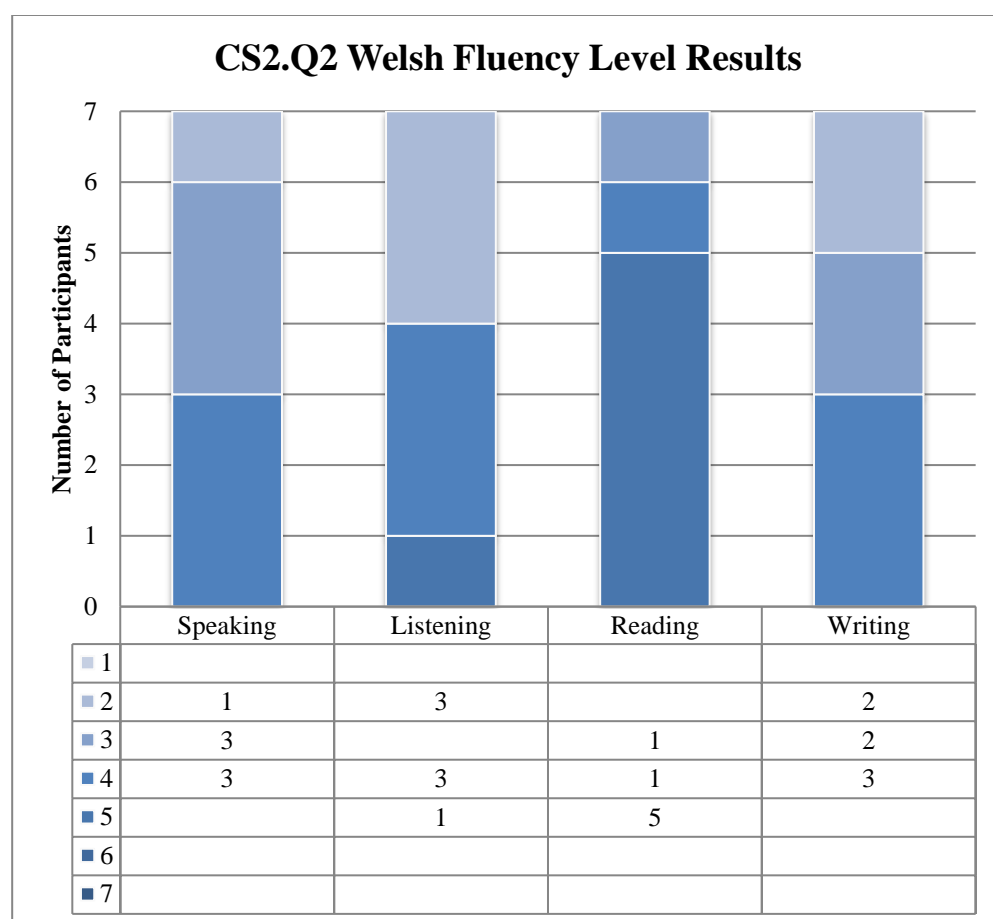


Figure 40: CS2.Q2 Welsh Fluency Level Results

CS2.Q2 Average Welsh Fluency Levels			
Speaking	Listening	Reading	Writing
3.29	3.29	3.57	3.14

Table 33: CS2.Q2 Average Welsh Fluency Levels

4.3.2.2 CS2.Q2 Confidence

When asked for what level of confidence they felt their Welsh to be out of seven (one being the lowest and seven being the highest) the, participants’ range of answers were from 2–5 for speaking and listening, and 2–4 for reading and writing. [Figure 41](#) illustrates the number of participants that chose the respective levels, and [Table 34](#) illustrates the average confidence level the group identified with. The comparison of these results with the other two questionnaires within Case Study 2 is discussed in section 4.3.4.

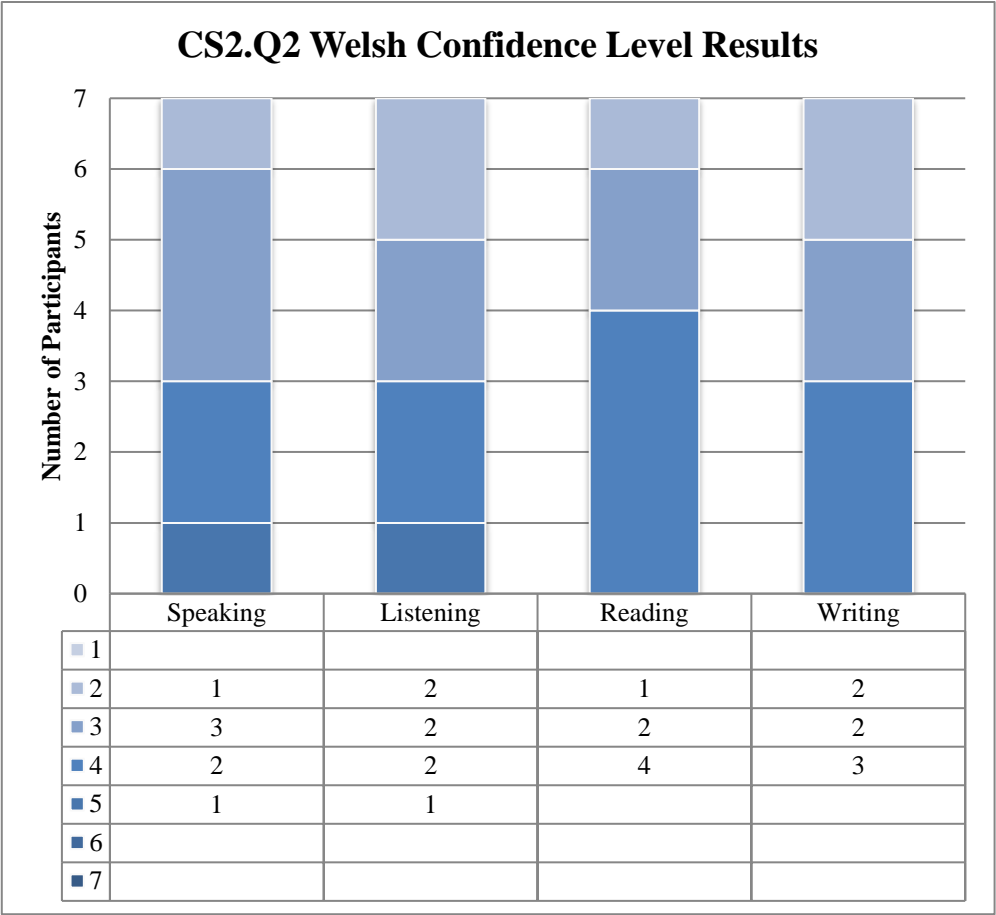


Figure 41: CS2.Q2 Welsh Confidence Level Results

CS2.Q2 Average Welsh Confidence Levels			
Speaking	Listening	Reading	Writing
3.43	3.29	3.43	3.14

Table 34: CS2.Q2 Average Welsh Confidence Levels

4.3.2.3 CS2.Q2 Qualitative Comments

4.3.2.3.1 Advantages and Disadvantages

The participants were asked to name both what they believed were the advantages and disadvantages of the Sabbatical Scheme. All participants gave answers concerning the advantages, which consisted of five themes: intensity/immersion, the tutors, structured for teachers, time away from school, and networking. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Excellent teaching. Focused language patterns which will be useful in school. —Participant CS2.01

Intense immersion language training. Real Welsh speaking tutors who are able to answer questions. Meeting like-minded colleagues who share my quest for Welsh language knowledge. —Participant CS2.02

Intense block learning with minimal distractions of ‘other’ work commitments. Great for colleague networking. —Participant CS2.08

Table 35 illustrates the number of participants whose responses fell within those categories.

CS2.Q2 Participants’ Views of Sabbatical Scheme Advantages	
Sabbatical Scheme Advantages	Number of Participants
Intensity/Immersion	3
Tutors	3
Structured for teachers	2
Time away from school	2
Networking	2

Table 35: CS2.Q2 Participants’ Views of Sabbatical Scheme Advantages

When it came to the disadvantages of the Sabbatical Scheme, all but one participant gave disadvantages, which consisted of two themes: time away from school and intensity of the course. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Time away from school-children during an important term. This is inspection year at my school —Participant CS2.02

Lack of time back in school to implement changes with current class. —Participant CS2.04

Intense, full throttle, concerned that when we stop we'll lose some.
—Participant CS2.08

Table 36 illustrates the number of participants whose responses fell within those categories.

CS2.Q2 Participants' Views of Sabbatical Scheme Disadvantages	
Sabbatical Scheme Disadvantages	Number of Participants
Time away from school	4
Intensity	2

Table 36: CS2.Q2 Participants' Views of Sabbatical Scheme Disadvantages

4.3.2.3.2 Benefits for you, your school, and the education system

The participants were asked to describe the benefits of the Sabbatical Scheme for them, their school, and the education system as a whole. Concerning benefits for them, all gave answers, which consisted of six themes: networking, Welsh language skills increasing, Welsh language confidence increasing, time away from school, being financially supported, and intensity/immersion. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Fully funded so no loss in earnings. —Participant CS2.02

Improvement of my Welsh understanding and knowledge. Learning the language more in depth. —Participant CS2.05

Colleague networking. —Participant CS2.08

Table 37 illustrates the number of participants whose responses fell within those categories.

CS2.Q2 Participants' Views of Sabbatical Scheme Benefits for Them	
Sabbatical Scheme Benefits for Them	Number of Participants
Networking	3
Welsh language skills increasing	2
Welsh language confidence increasing	2
Time away from school	2
Financially supported	1
Intensity/Immersion	1

Table 37: CS2.Q2 Participants' Views of Sabbatical Scheme Benefits for Them

Concerning how the Sabbatical Scheme benefits the school, all gave answers, which consisted of four themes: Welsh language skills increasing, support for staff increasing, Welsh language confidence increasing, and raising standards. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Increased confidence/fluency/ability to deliver Welsh in school. — Participant CS2.03

Improving Welsh within school for children and adults. — Participant CS2.04

Professional development, drive/maintain standards of Welsh. — Participant CS2.08

Table 38 illustrates the number of participants whose responses fell within those categories.

CS2.Q2 Participants' Views of Sabbatical Scheme Benefits for School	
Sabbatical Scheme Benefits for School	Number of Participants
Welsh language skills increasing	6
Support for staff increasing	4
Welsh language confidence increasing	1
Raising standards	1

Table 38: CS2.Q2 Participants' Views of Sabbatical Scheme Benefits for School

Regarding how the Sabbatical Scheme benefits the education system, all gave answers, which consisted of three themes: Welsh language skills increasing for teachers, Welsh language skills increasing for students, and Welsh culture/bilingualism increasing. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Giving the opportunity for teachers who need to teach Welsh to learn Welsh. —Participant CS2.05

Introduction of Welsh speaking into community. —Participant CS2.07

Empowering teachers with skills. —Participant CS2.08

Table 39 illustrates the number of participants whose responses fell within those categories.

CS2.Q2 Participants' Views of Sabbatical Scheme Benefits for Education System	
Sabbatical Scheme Benefits for Education System	Number of Participants
Welsh language skills increasing for teachers	4
Welsh language skills increasing for students	1
Welsh culture/bilingualism increasing	1

Table 39: CS2.Q2 Participants' Views of Sabbatical Scheme Benefits for Education System

4.3.2.3.3 Activities and Resources

Given that the participants had been through one half of the Sabbatical Scheme course, the participants were asked to describe the best activities and resources that have helped them learn Welsh during the scheme. Concerning the helpful course activities, the participants listed five: games, discussion, visits, homework/worksheets, and group work. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Practical games, using the language, and ideas that I can use back in school. —Participant CS2.02

Games, worksheets, etc. that I can use/adapt for classroom use. —Participant CS2.04

Trip to St. Fagan's, speaking to other Welsh speakers. —Participant CS2.07

Table 40 illustrates the number of participants whose responses fell within those categories.

CS2.Q2 Participants' List of Best Sabbatical Scheme Activities	
Sabbatical Scheme Activities	Number of Participants
Games	4
Discussion	2
Visits	2
Homework/worksheets	1
Group work	1

Table 40: CS2.Q2 Participants' List of Best Sabbatical Scheme Activities

Regarding the course resources that best helped them in learning Welsh, the participants listed four: websites, games, best practice, and course units/notes/PowerPoint presentations. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Websites that I was previously unaware of, game ideas, and teaching methods. —Participant CS2.02

Web based resources – HWB/Y Porth. Useful printable resources to take into school. —Participant CS2.03

The very clear course notes. —Participant CS2.05

Table 41 illustrates the number of participants whose responses fell within those categories.

CS2.Q2 Participants' List of Best Sabbatical Scheme Resources	
Sabbatical Scheme Resources	Number of Participants
Websites	5
Games	3
Best Practice	2
Course units/notes/PowerPoint presentations	1

Table 41: CS2.Q2 Participants' List of Best Sabbatical Scheme Resources

4.3.3 Case Study 2, Questionnaire 3 (CS2.Q3)

4.3.3.1 CS2.Q3 Fluency

When asked for what level they felt their fluency in Welsh to be out of seven (one being the lowest and seven being the highest), the participants’ range of answers were from 2–6 for speaking, 3–6 for listening and reading, and 3–5 for writing. [Figure 42](#) illustrates the number of participants that chose the respective levels, and [Table 42](#) illustrates the average fluency level the group identified with. The comparison of these results with the other two questionnaires within Case Study 2 is discussed in section 4.3.4.

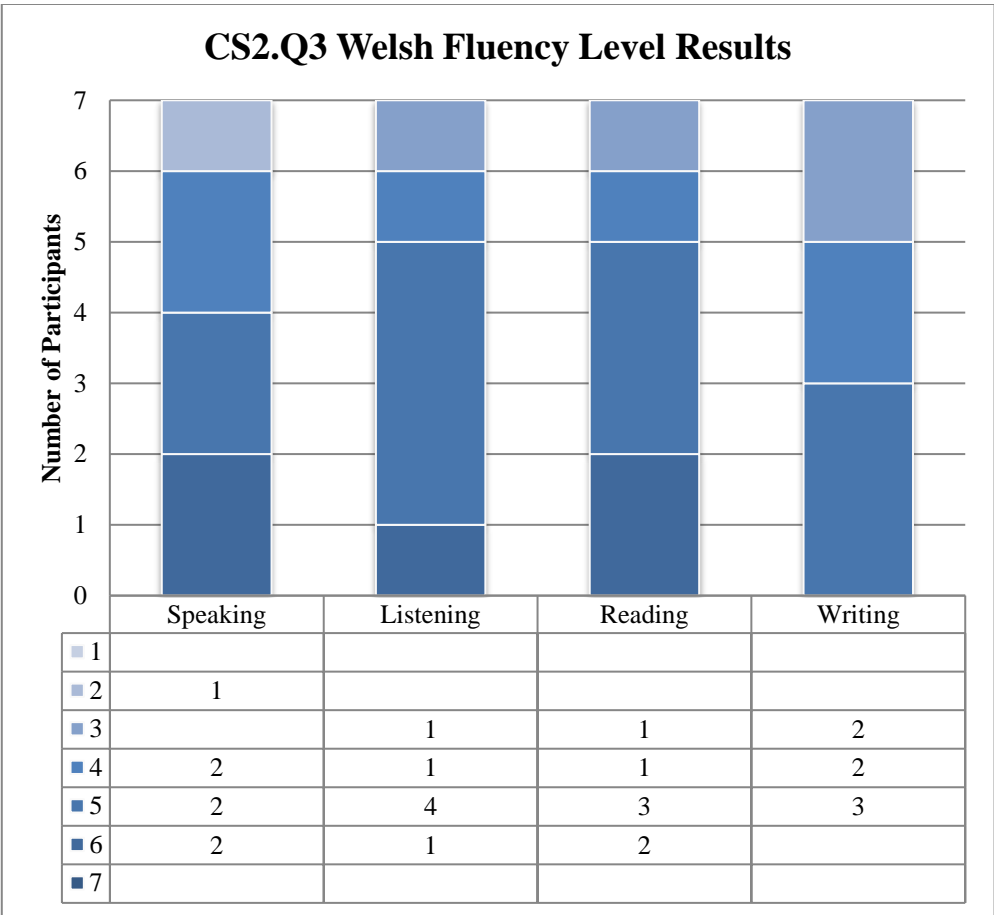


Figure 42: CS2.Q3 Welsh Fluency Level Results

CS2.Q3 Average Welsh Fluency Levels			
Speaking	Listening	Reading	Writing
4.57	4.71	4.86	4.14

Table 42: CS2.Q3 Average Welsh Fluency Levels

4.3.3.2 CS2.Q3 Confidence

When asked for what level of confidence they felt their Welsh to be out of seven (one being the lowest and seven being the highest), the participants' range of answers were from 3–6 for speaking, listening, and reading, and 3–5 for writing. [Figure 43](#) illustrates the number of participants that chose the respective levels, and [Table 43](#) illustrates the average confidence level the group identified with. The comparison of these results with the other two questionnaires within Case Study 2 is discussed in section 4.3.4.

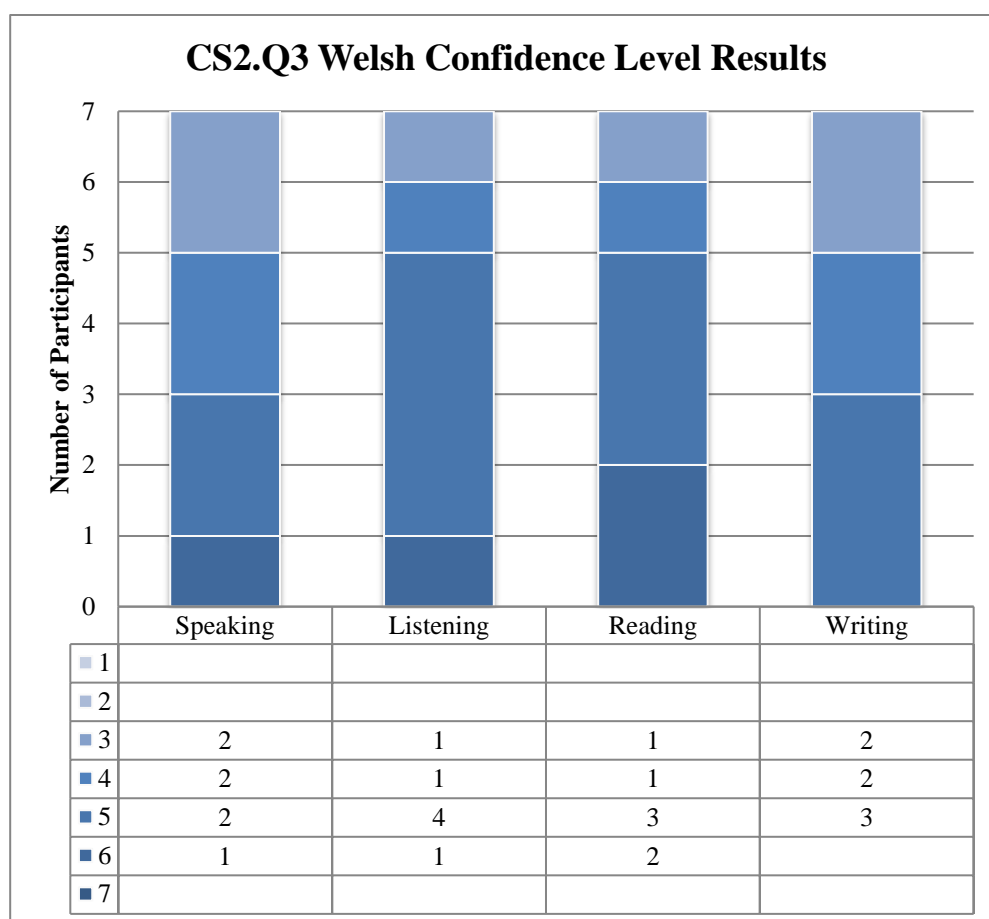


Figure 43: CS2.Q3 Welsh Confidence Level Results

CS2.Q3 Average Welsh Confidence Levels			
Speaking	Listening	Reading	Writing
4.29	4.71	4.86	4.14

Table 43: CS2.Q3 Average Welsh Confidence Levels

4.3.3.3 CS2.Q3 Anticipated Use and Confidence

The participants were then asked how they will use Welsh in their school at the end of the Sabbatical Scheme. Their answers consisted of five themes: incidentally, discrete lessons, school culture, supporting colleagues, and within other lessons. The participants answered qualitatively, so some responses fell within multiple thematic categories.

I will be a much more effective teacher of Welsh in my own classroom. I am sure that I will be asked to speak and use Welsh more around school and to help colleagues plan Welsh sessions. I expect to use more incidental Welsh around the school and others to pick up on and copy what I use. —Participant CS2.01

Incidental Welsh within the classroom. Teaching explicit Welsh lessons. —Participant CS2.03

Through incidental Welsh in the classroom. Teaching Welsh lessons. —Participant CS2.04

Table 44 illustrates the number of participants whose responses fell within those categories.

CS2.Q3 How participants plan to use Welsh in their school after the scheme	
Use of Welsh	Number of Participants
Incidentally	7
Discrete lessons	7
School culture	3
Supporting colleagues	2
Within other lessons	1

Table 44: CS2.Q3 How participants plan to use Welsh in their school after the scheme

Figure 44 and Figure 45 illustrate the amount of time the participants anticipate using Welsh and the confidence doing so in various professional situations.

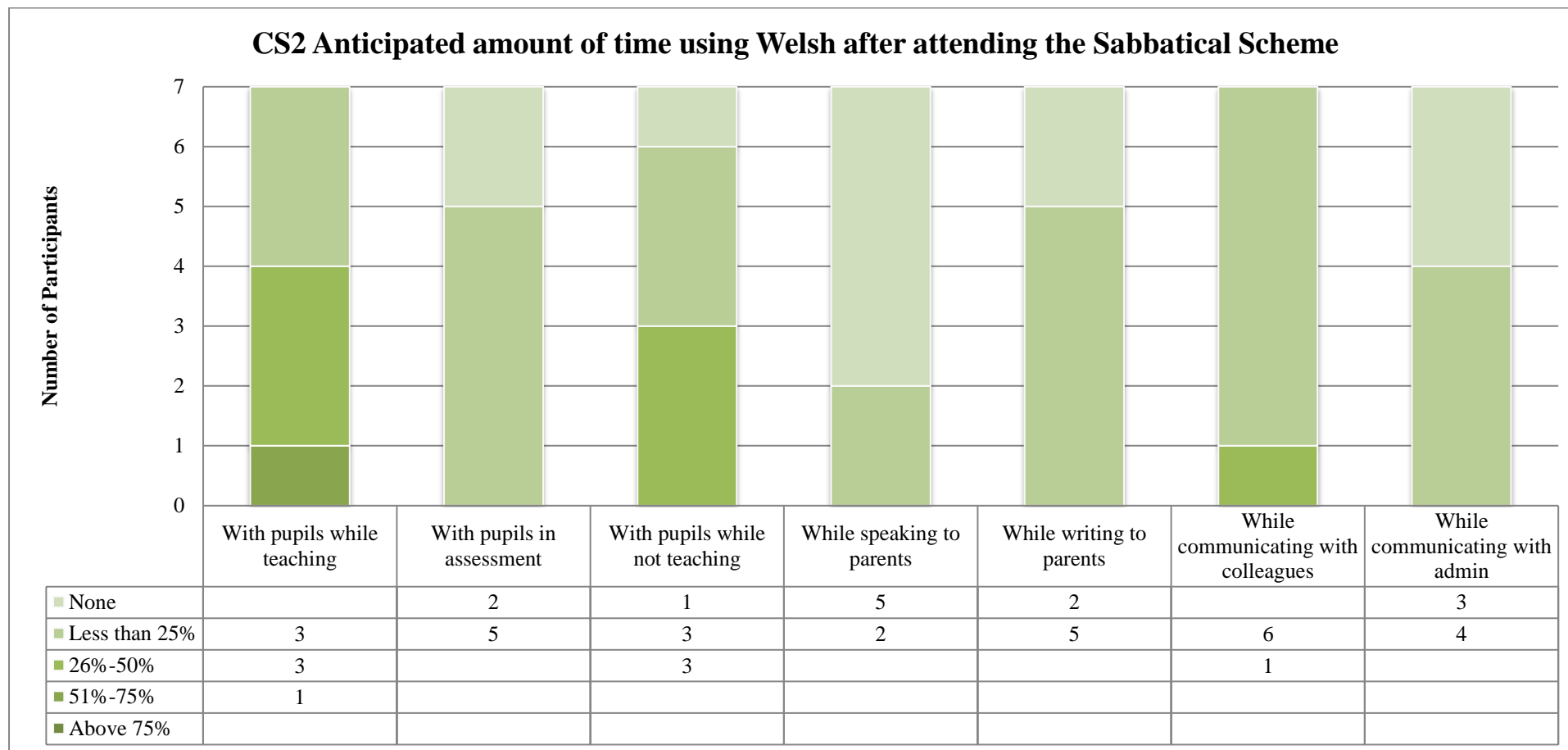


Figure 44: CS2 Anticipated amount of time using Welsh after attending the Sabbatical Scheme

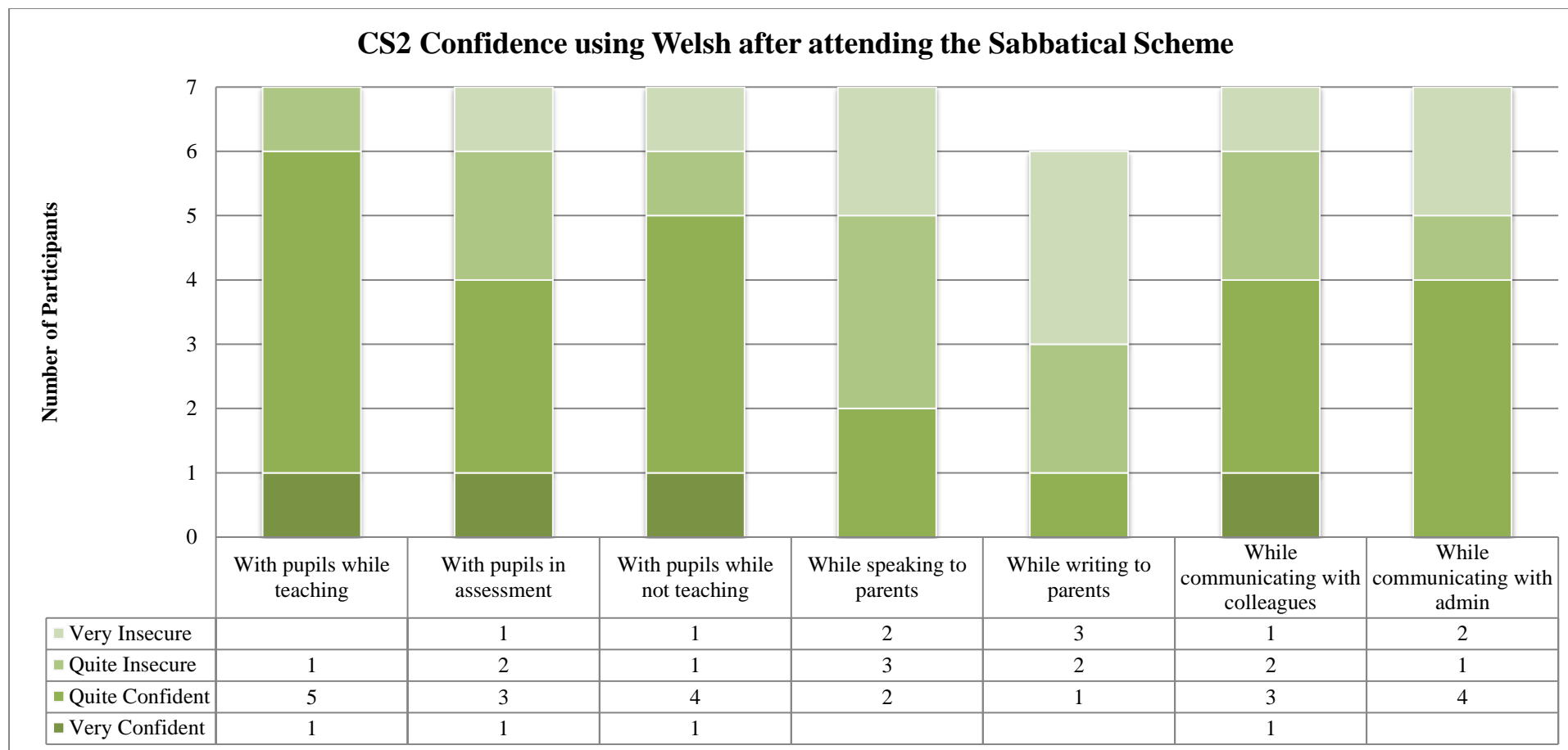


Figure 45: CS2 Confidence using Welsh after attending the Sabbatical Scheme

4.3.3.4 CS2.Q3 Qualitative Comments

4.3.3.4.1 Advantages and Disadvantages

The participants were asked to name both what they believed were the advantages and disadvantages of the Sabbatical Scheme. All participants gave answers concerning the advantages, which consisted of six themes: intensity/immersion, time away from school, structured for teachers, the tutors, increasing Welsh language skills, and networking. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Excellent language teaching. A change and break from school. Good for the brain to learn again. Total immersion in the language. —Participant CS2.01

The Sabbatical Scheme is a fantastic way for teachers to focus fully on learning Welsh whilst not being distracted from pressures of work. —Participant CS2.02

Increased confidence on my own part, ability to push learners to reach their true potential thus improving end of key stage results. —Participant CS2.07

Table 45 illustrates the number of participants whose responses fell within those categories.

CS2.Q3 Participants' Views of Sabbatical Scheme Advantages	
Sabbatical Scheme Advantages	Number of Participants
Intensity/Immersion	4
Time away from school	2
Structured for teachers	2
Tutors	2
Increasing Welsh language skills	1
Networking	1

Table 45: CS2.Q3 Participants' Views of Sabbatical Scheme Advantages

Five of the seven participants described disadvantages, which consisted of two themes: time away from school and intensity/immersion.

School found it hard to find someone to cover my class. I don't expect my extra responsibilities in school will have been covered very well. —Participant CS2.01

Sometimes too much to learn in one day. —Participant CS2.05

Spending a prolonged time out of the classroom, this really is the only disadvantage to my school and to myself of the scheme. — Participant CS2.07

Table 46 whose responses fell within those categories.

CS2.Q3 Participants' Views of Sabbatical Scheme Disadvantages	
Sabbatical Scheme Disadvantages	Number of Participants
Time away from school	4
Intensity/Immersion	1

Table 46: CS2.Q3 Participants' Views of Sabbatical Scheme Disadvantages

4.3.3.4.2 Benefits for you, your school, and the education system

The participants were asked to describe the benefits of the Sabbatical Scheme for them, their school, and the education system as a whole. Concerning benefits for them, all gave answers, which consisted of six themes: Welsh language skills increasing, Welsh language confidence increasing, intensity/immersion, networking, time away from school, and financially supported. The participants answered qualitatively, so some responses fell within multiple thematic categories.

I've loved learning the language. I've had more time with my family. I feel confident in teaching Welsh. —Participant CS2.01

Full time course, which is fully funded, allows me to focus fully on learning Welsh. —Participant CS2.02

Improved levels of Welsh. —Participant CS2.03

Table 47 illustrates the number of participants whose responses fell within those categories.

CS2.Q3 Participants' Views of Sabbatical Scheme Benefits for Them	
Sabbatical Scheme Benefits for Them	Number of Participants
Welsh language skills increasing	3
Welsh language confidence increasing	2
Intensity/Immersion	2
Networking	2
Time away from school	2
Financially supported	1

Table 47: CS2.Q3 Participants' Views of Sabbatical Scheme Benefits for Them

Concerning how the Sabbatical Scheme benefits the school, all gave answers, which consisted of four themes: Welsh language skills increasing, Welsh language confidence increasing, support for staff increasing, and raising standards. The participants answered qualitatively, so some responses fell within multiple thematic categories.

A more confident and up to date basic Welsh speaker on the staff. I'll be taking new ideas and resources back to school which I will share in INSET time. —Participant CS2.01

Improved levels of Welsh. —Participant CS2.03

My improved confidence will influence children's outcomes. Ability to demonstrate lessons for colleagues. —Participant CS2.07

Table 48 illustrates the number of participants whose responses fell within those categories.

CS2.Q3 Participants' Views of Sabbatical Scheme Benefits for School	
Sabbatical Scheme Benefits for School	Number of Participants
Welsh language skills increasing	5
Welsh language confidence increasing	3
Support for staff increasing	3
Raising standards	2

Table 48: CS2.Q3 Participants' Views of Sabbatical Scheme Benefits for School

Regarding how the Sabbatical Scheme benefits the education system, all but one gave answers, which consisted of four themes: Welsh language skills increasing for teachers, Welsh culture/bilingualism increasing, Welsh language skills increasing for students, and raising standards. The participants answered qualitatively, so some responses fell within multiple thematic categories.

The education system wants Welsh to be a key element in our schools, so they need to provide training. —Participant CS2.01

To improve teachers' Welsh. —Participant CS2.04

Teachers with improved skills mean higher outcomes. — Participant CS2.07

Table 49 illustrates the number of participants whose responses fell within those categories.

CS2.Q3 Participants' Views of Sabbatical Scheme Benefits for Education System	
Sabbatical Scheme Benefits for Education System	Number of Participants
Welsh language skills increasing for teachers	6
Welsh culture/bilingualism increasing	2
Welsh language skills increasing for students	2
Raising Standards	2

Table 49: CS2.Q3 Participants' Views of Sabbatical Scheme Benefits for Education System

4.3.3.4.3 *Activities and Resources*

As with the previous questionnaire, the participants were asked to describe the useful activities and resources that have helped them learn Welsh during the scheme. Additionally, in this final questionnaire, they were asked what the least useful activities and resources were provided on the Sabbatical Scheme.

Concerning the most useful course activities, the participants listed six: visits/visitors, *meicro ddysgu* | micro teaching, group work, discussion, assessments, and games. The participants answered qualitatively, so some responses fell within multiple thematic categories.

The whole mixture. Different teachers with different learning styles. New ideas. Trips to St. Fagans and to Coed Glas School. Visitors in—athrawes fro, man from BBC website. Meeting like minded colleagues and sharing ideas. —Participant CS2.01

Meicro dysgu[sic] and assessments. —Participant CS2.04

Offsite trips to talk and listen to real Welsh speakers. Visits to schools to observe Welsh teaching in a bilingual setting. Visits from athrawes bro to give ideas for teaching/learning. —Participant CS2.07

Table 50 illustrates the number of participants whose responses fell within those categories.

CS2.Q3 Participants' List of Most Useful Sabbatical Scheme Activities	
Sabbatical Scheme Activities	Number of Participants
Visits/Visitors	4
<i>Meicro ddysgu</i> Micro teaching	2
Group Work	2
Discussion	2
Assessments	1
Games	1

Table 50: CS2.Q3 Participants' List of Most Useful Sabbatical Scheme Activities

On the other hand, none of the participants gave examples of the least useful activities, one even stating that:

Everything was beneficial. —Participant CS2.07

Regarding the most useful course resources that helped them in learning Welsh, the participants listed six: course notes/units/PowerPoint presentations, *meicro ddysgu* | micro teaching, resources created by other students, visitors, CDs and games. The participants answered qualitatively, so some responses fell within multiple thematic categories.

Lists of incidental Welsh. The Welsh which was reinforced through lessons. Resources shared by athrawes fro. Resources from Coed Glas lesson. —Participant CS2.01

Resources for use in class that we made for micro-dysgu and received from athrawes bro. Notes/revisions tasks. —Participant CS2.07

Course notes + CDs. —Participant CS2.08

Table 51 illustrates the number of participants whose responses fell within those categories.

Only one participant answered when asked for what s/he felt was the least useful resources provided while on the scheme, which concerned the assessments.

All of the resources were useful in some way. The assessments however were sometimes not accessible in the classroom, and to be transferable to school would need to be adapted a lot. —Participant CS2.07

CS2.Q3 Participants' List of Most Useful Sabbatical Scheme Resources	
Sabbatical Scheme Resources	Number of Participants
Course notes/units/PowerPoint presentations	5
<i>Meicro ddysgu</i> Micro teaching	2
Resources created by other students	2
Visitors	1
CDs	1
Games	1

Table 51: CS2.Q3 Participants' List of Most Useful Sabbatical Scheme Resources

4.3.3.4.4 Recommendations concerning the Sabbatical Scheme

The participants were asked what changes they would recommend be made to make the Sabbatical Scheme more effective. Only two gave answers, having to do with the length of the course and teaching activities.

Make it longer (I feel like I've still got space for more!!).
—Participant CS2.07

More ideas for classroom practice. —Participant CS2.03

4.3.4 Case Study 2, Questionnaires Combined

4.3.4.1 CS2 Combined Fluency and Confidence Levels

Figure 46, Figure 47, Figure 48, and Figure 49 illustrate the answers given concerning what level of fluency participants felt their Welsh to be out of seven (one being the lowest and seven being the highest) over the three Case Study 2 questionnaires. Given that the questionnaires were answered at the start, middle, and end of the course; the combined questionnaires can therefore be used as a timeline to determine whether there was progress in fluency. As these figures indicate, in all four categories—speaking, listening, reading, and writing—participants felt their fluency had increased from the start to end.

Figure 50, Figure 51, Figure 52, and Figure 53 illustrate the answers given concerning what level of confidence out of seven (one being the lowest and seven being the highest) that the participants felt they had in using Welsh, over the three Case Study 2 questionnaires. Given that the questionnaires were answered at the start, middle, and end of the course; the questionnaires combined can therefore be used as a timeline to determine whether progress in confidence had been made. As these figures indicate, in all four categories—speaking, listening, reading, and writing—participants felt their confidence had increased from the start to end.

As Figure 54 illustrates, the average Welsh fluency levels from the combined Case Study 2 questionnaires indicates: an increase in speaking fluency on average from 3.14 to 4.57; an increase in listening fluency on average from 3 to 4.71; an increase in reading fluency from 2.86 to 4.86, and an increase in writing fluency from 2.57 to 4.14. Hence, there was an increase of at least one level in all categories. Figure 54 also demonstrates that the average Welsh confidence levels from the combined Case Study 2

questionnaires indicates: an increase in speaking confidence on average from 2.71 to 4.29; an increase in listening confidence on average from 2.57 to 4.71; an increase in reading confidence from 2.29 to 4.86, and an increase in writing confidence from 2.14 to 4.14. Hence, there was an increase of at least one and a half levels in all categories.

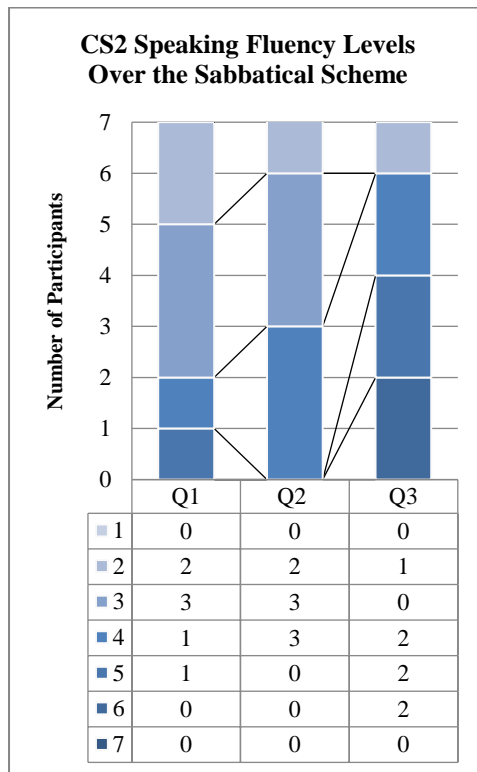


Figure 46: CS2 Speaking Fluency Levels Over the Sabbatical Scheme

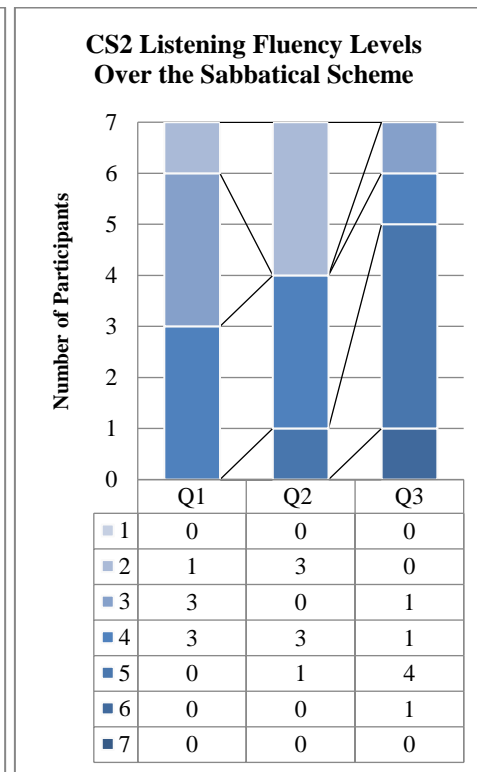


Figure 47: CS2 Listening Fluency Levels Over the Sabbatical Scheme

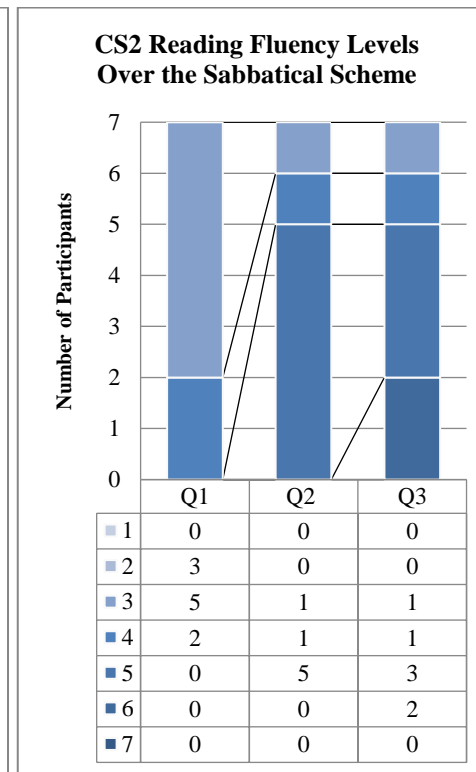


Figure 48: CS2 Reading Fluency Levels Over the Sabbatical Scheme

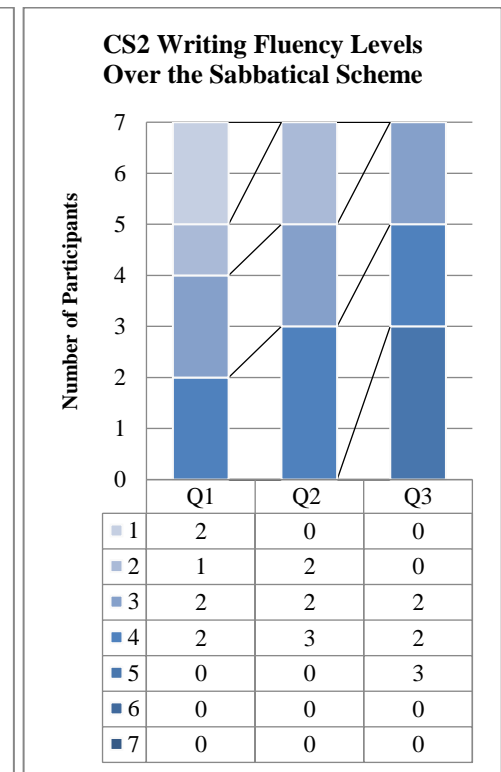


Figure 49: CS2 Writing Fluency Levels Over the Sabbatical Scheme

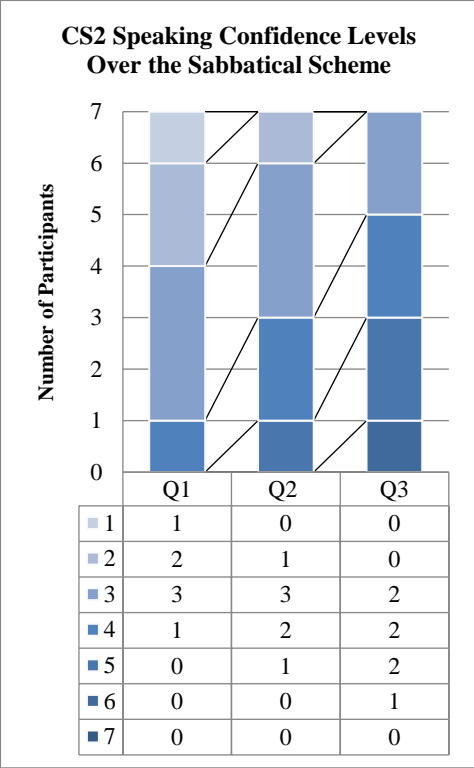


Figure 50: CS2 Speaking Confidence Levels Over the Sabbatical Scheme

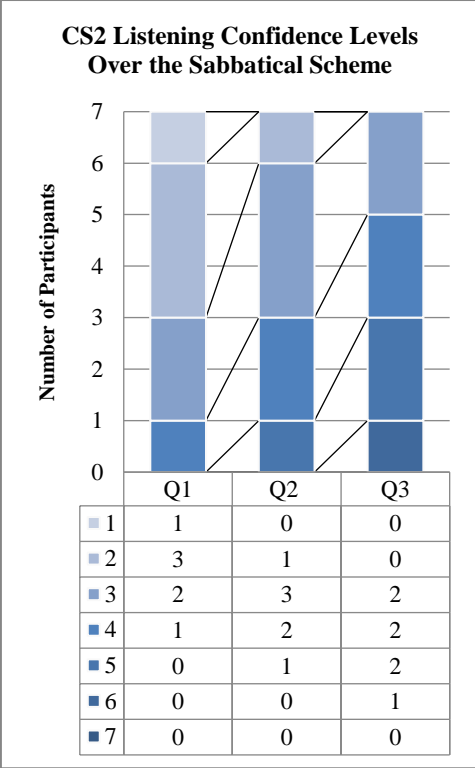


Figure 51: CS2 Listening Confidence Levels Over the Sabbatical Scheme

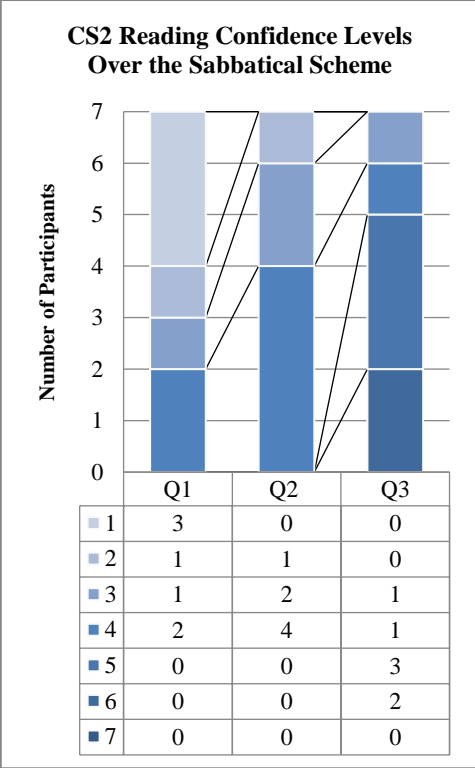


Figure 52: CS2 Reading Confidence Levels Over the Sabbatical Scheme

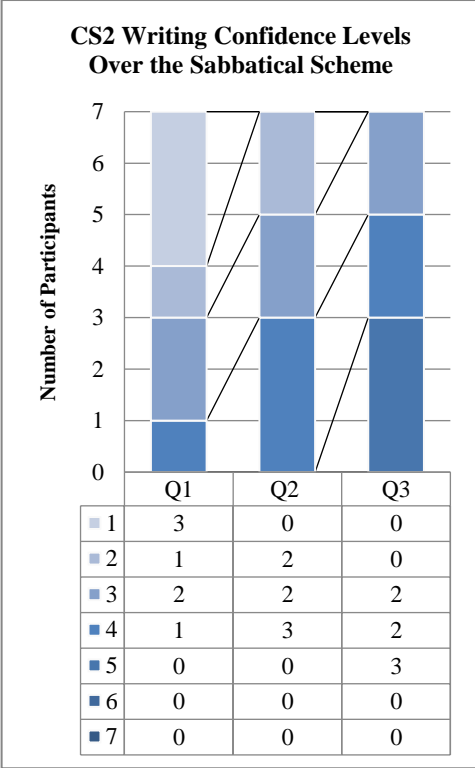


Figure 53: CS2 Writing Confidence Levels Over the Sabbatical Scheme

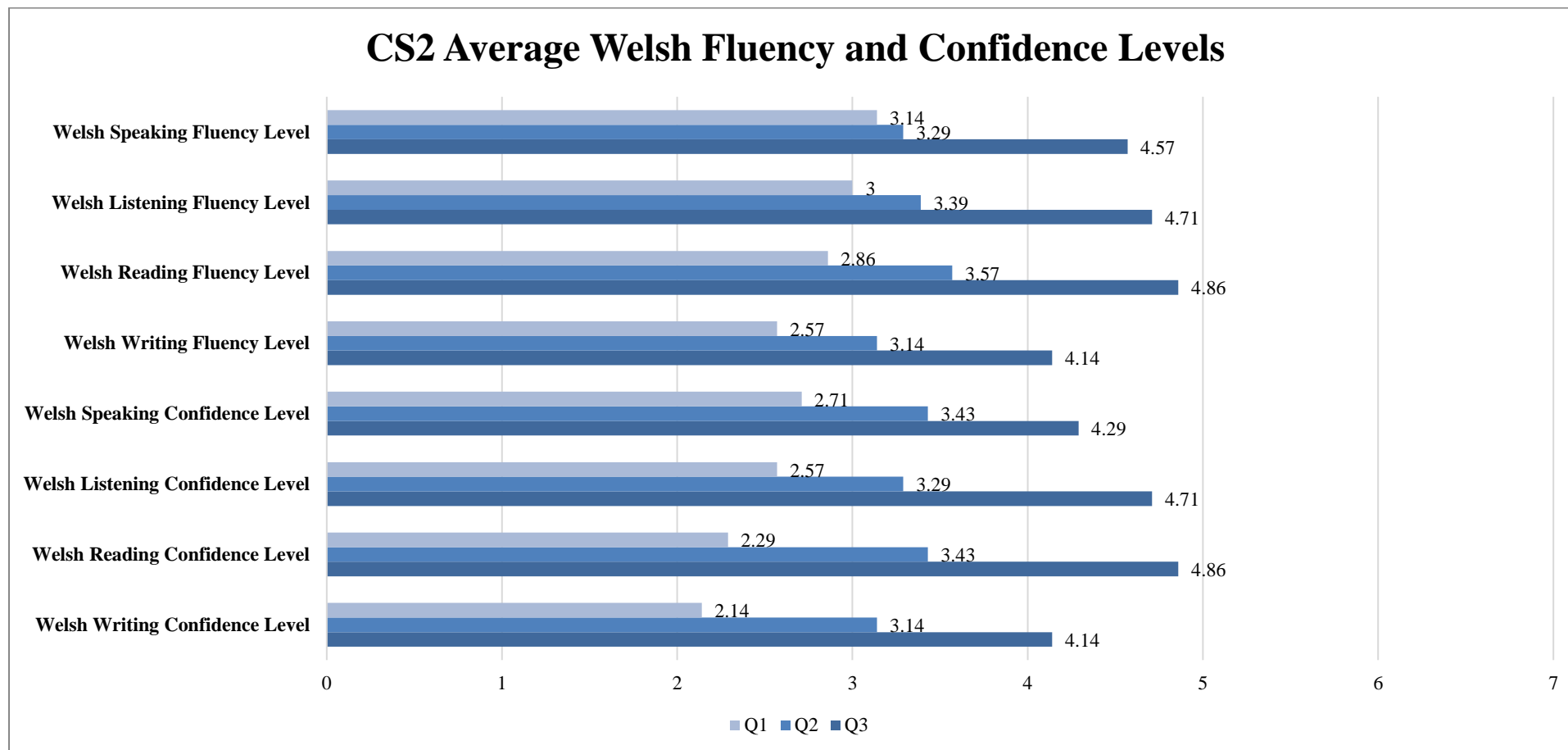


Figure 54: CS2 Average Welsh Fluency and Confidence Levels

4.3.4.2 CS2 Combined Before and Anticipated Use of Welsh

Figure 55, Figure 57, Figure 59, Figure 61, Figure 63, Figure 65, and Figure 67 illustrate the answers given concerning the amount of time the participants stated they used Welsh before and anticipate to use after attending the Sabbatical Scheme, in seven professional situations. In only one situation—Figure 55—were there more participants anticipating using Welsh at a higher percentage of time as opposed to those who felt they would use Welsh at the same percentage of time as before starting the scheme. No participant felt they would use Welsh at a lesser amount of time than before starting the scheme.

Figure 56, Figure 58, Figure 60, Figure 62, Figure 64, Figure 66, and Figure 68 illustrate the answers given concerning the amount of confidence the participants stated they had while using Welsh before and anticipate having after attending the Sabbatical Scheme, in seven professional situations. In all situations, there were less participants anticipating having a higher level of confidence while using Welsh as opposed to those who felt the same amount of confidence before starting the scheme. One participant felt they had less confidence than before starting the scheme in four situations—Figure 60, Figure 62, Figure 64, and Figure 68.

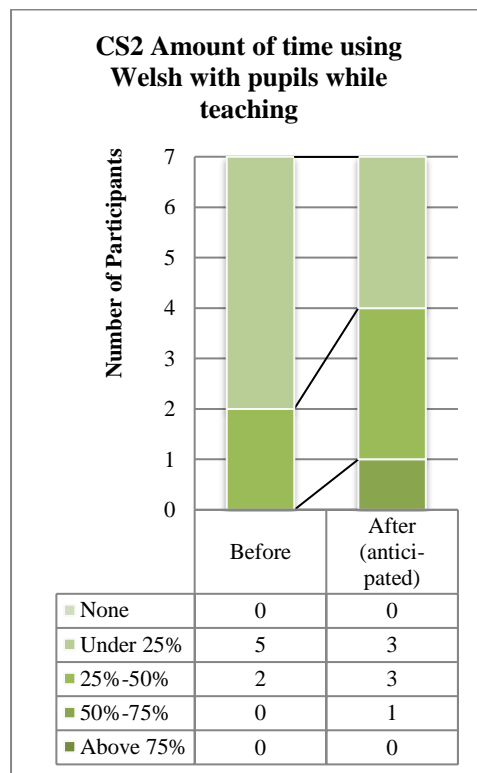


Figure 55: CS2 Amount of time using Welsh with pupils while teaching

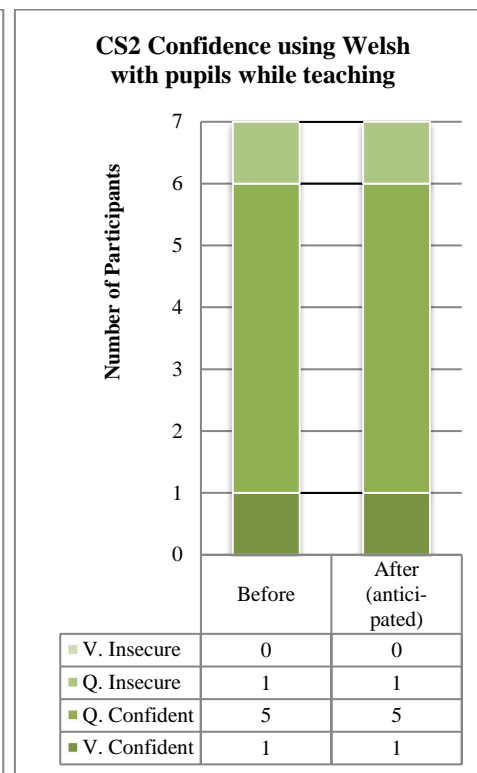


Figure 56: CS2 Confidence using Welsh with pupils while teaching

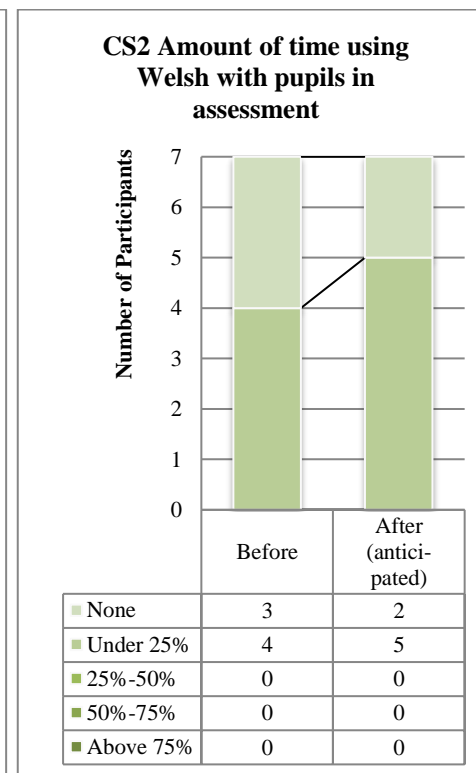


Figure 57: CS2 Amount of time using Welsh with pupils in assessment

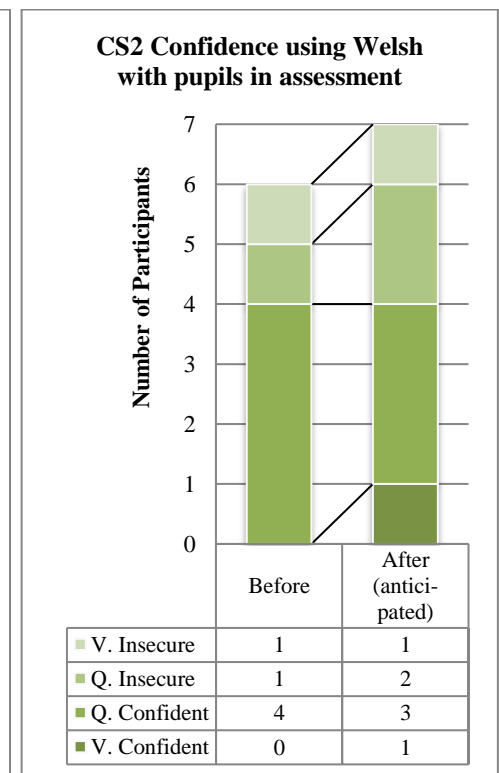


Figure 58: CS2 Confidence using Welsh with pupils in assessment

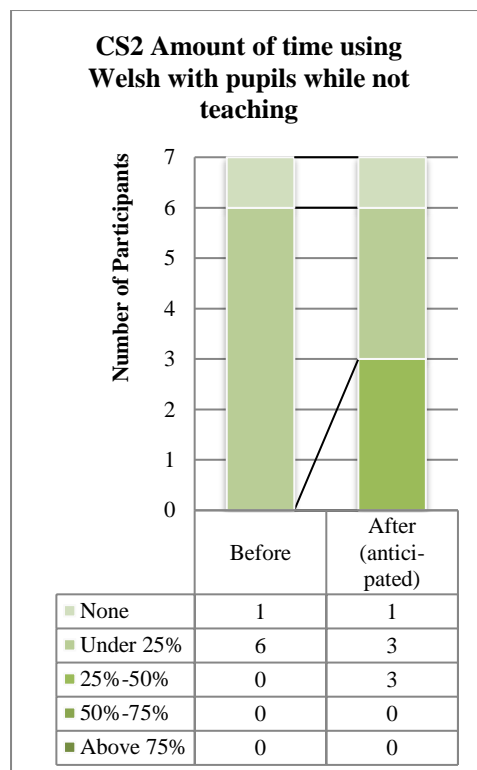


Figure 59: CS2 Amount of time using Welsh with pupils while not teaching

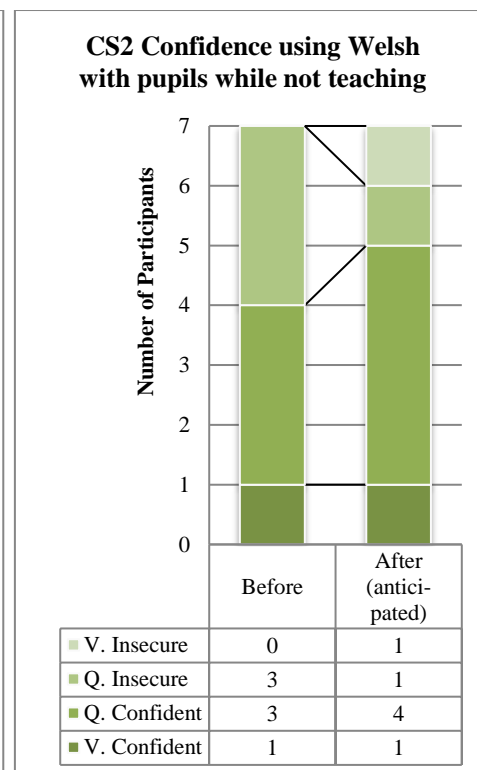


Figure 60: CS2 Confidence using Welsh with pupils while not teaching

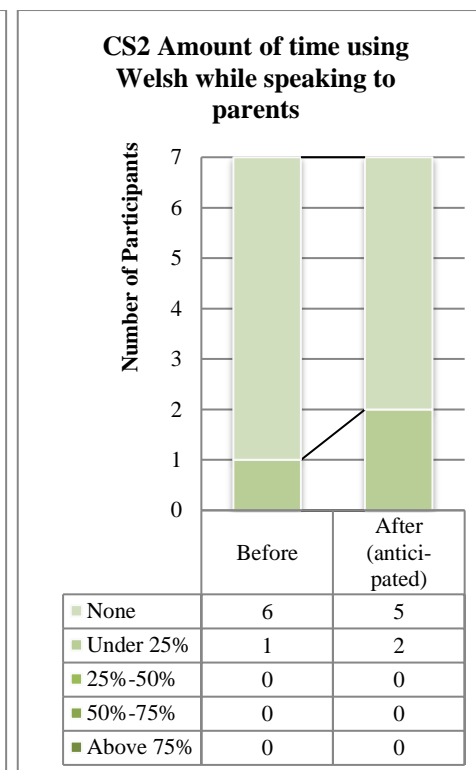


Figure 61: CS2 Amount of time using Welsh while speaking to parents

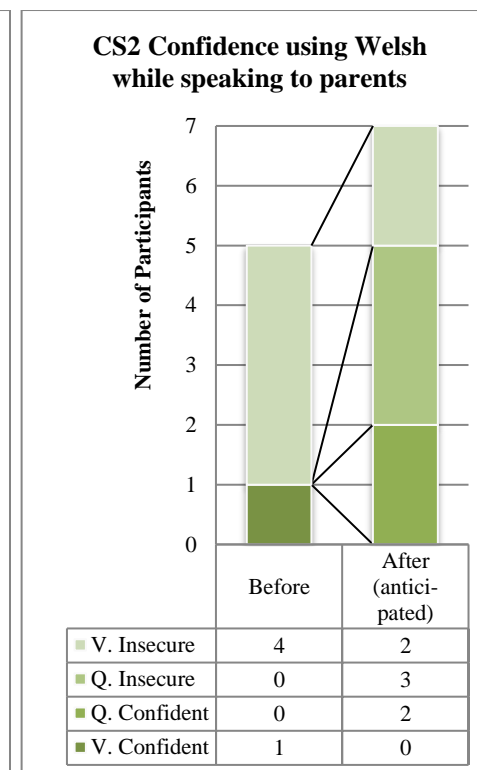


Figure 62: CS2 Confidence using Welsh while speaking to parents

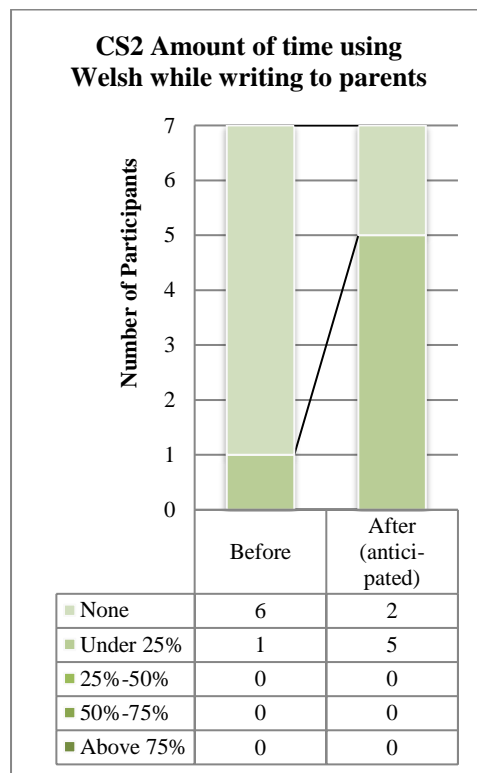


Figure 63: CS2 Amount of time using Welsh while writing to parents

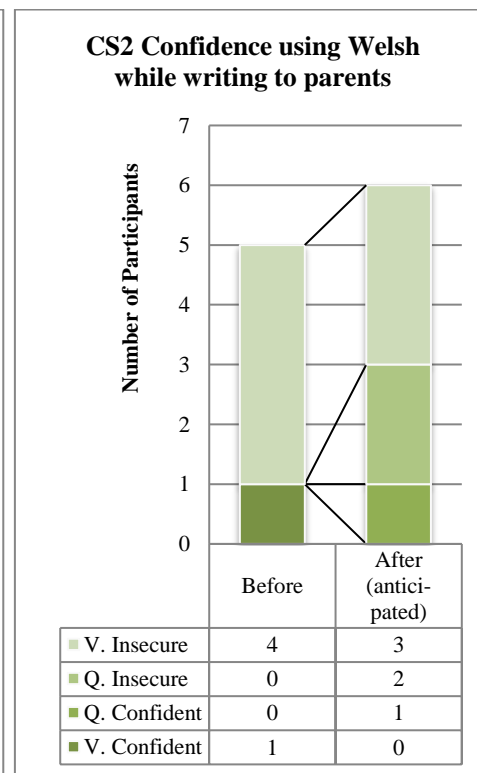


Figure 64: CS2 Confidence using Welsh while writing to parents

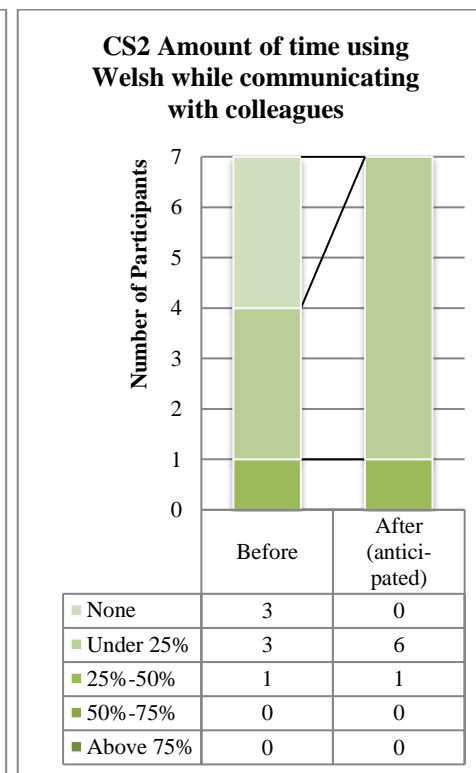


Figure 65: CS2 Amount of time using Welsh while communicating with colleagues

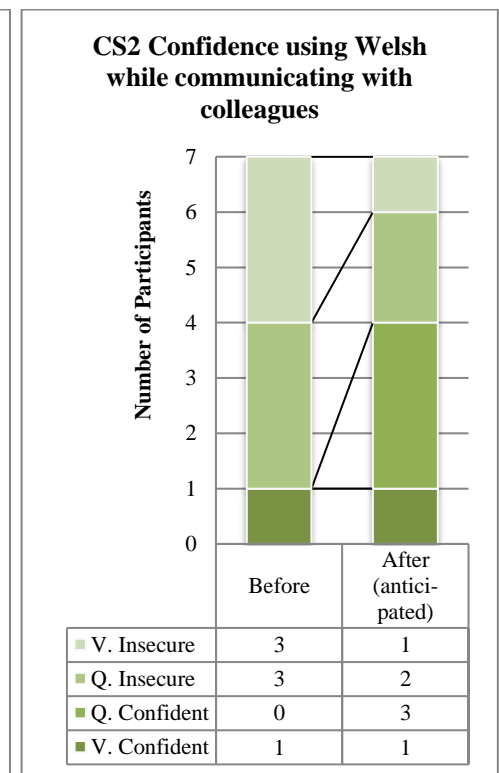


Figure 66: CS2 Confidence using Welsh while communicating with colleagues

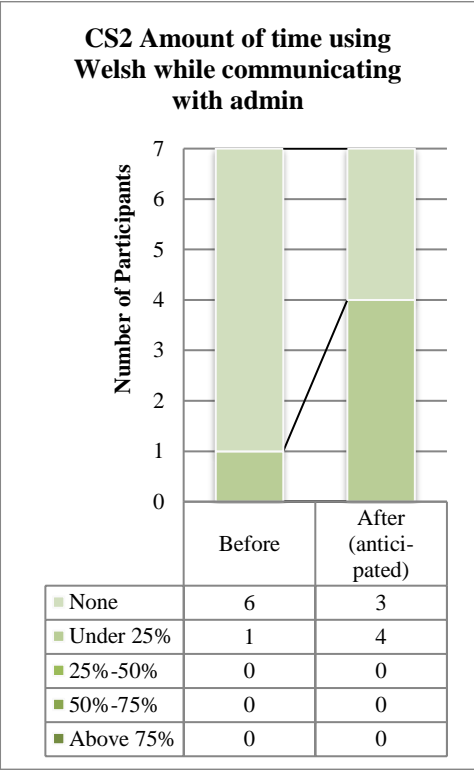


Figure 67: CS2 Amount of time using Welsh while communicating with admin

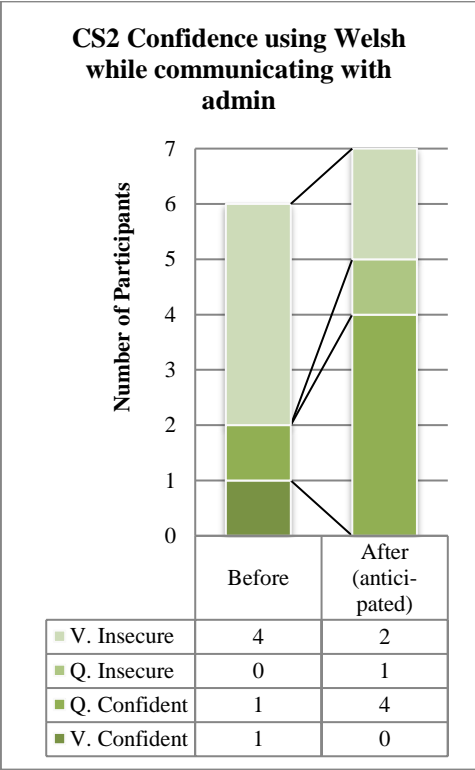


Figure 68: CS2 Confidence using Welsh while communicating with admin

4.4 Combined Case Study 1 (CS1) and Case Study 2 (CS2) Data

4.4.1 Combined CS1 and CS2 Fluency Levels

Figure 69 illustrates the combined Case Study 1 and Case Study 2 average Welsh fluency levels of the participants over the three questionnaires.

Within Case Study 1, there was an increase of at least two levels in all four categories; however, in Case Study 2 there was only an increase of at least one level in all four categories. This difference can be accounted for as a result of the Case Study 2 participants starting the scheme at a higher level of fluency than the Case Study 1 participants and not as a result of one group reaching a significantly higher level than the other. Concerning writing fluency, there was a difference of .28 in levels between the two groups at the end of the scheme; and only less than a .05 difference in the other three.

4.4.2 Combined CS1 and CS2 Confidence Levels

Figure 70 illustrates the combined Case Study 1 and Case Study 2 average Welsh confidence levels of the participants over the three questionnaires.

Within Case Study 1, there was an increase of at least two levels in all four categories; however, in Case Study 2 there was only an increase of at least one and a half levels in all four categories. This difference can be accounted for as a result of the Case Study 2 participants starting the scheme at a higher level of confidence than the Case Study 1 participants and not as a result of one group reaching a significantly higher level than the other. Concerning writing confidence, there was a difference of .28 in levels between the two groups at the end of the scheme; and only less than a .15 difference in the other three.

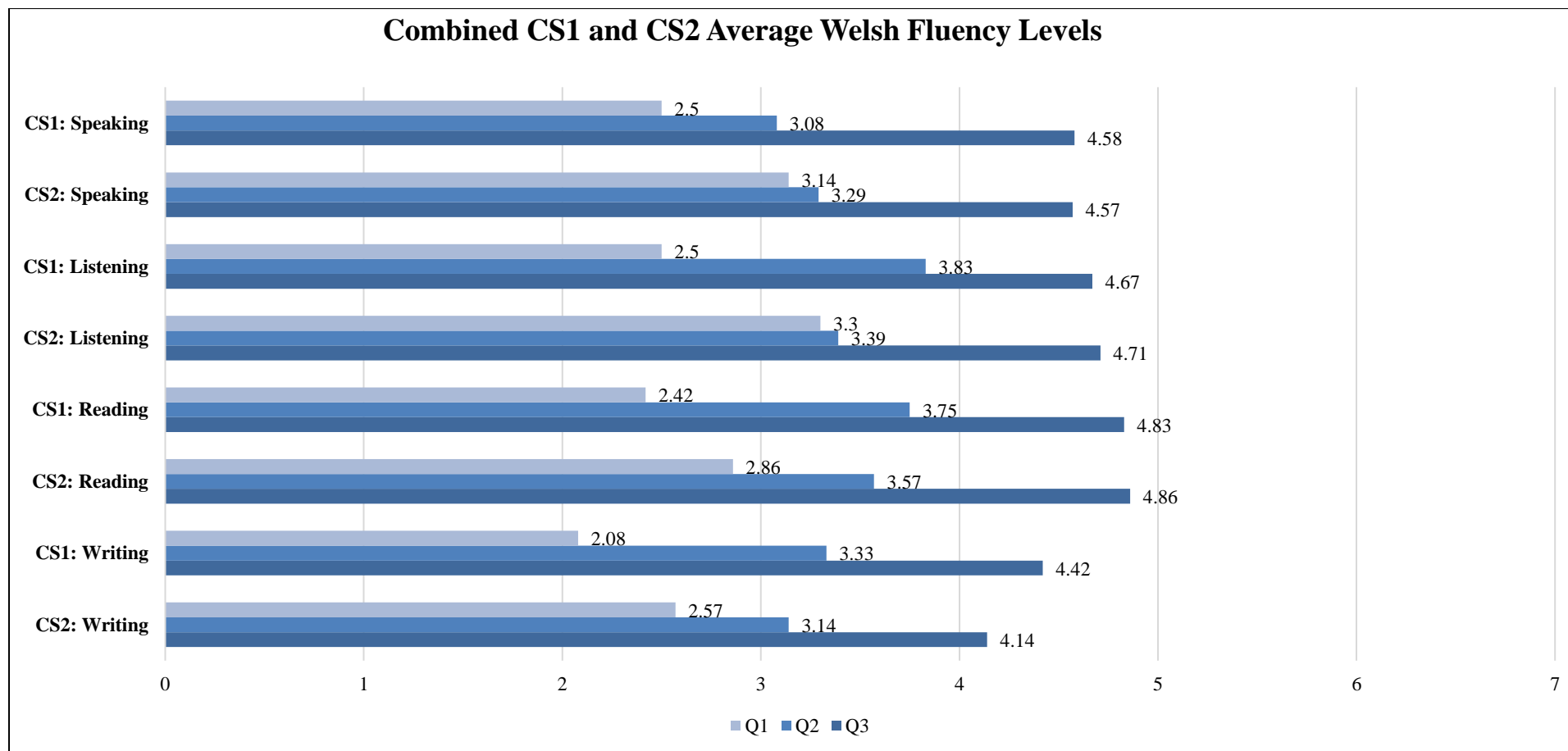


Figure 69: Combined CS1 and CS2 Average Welsh Fluency Levels

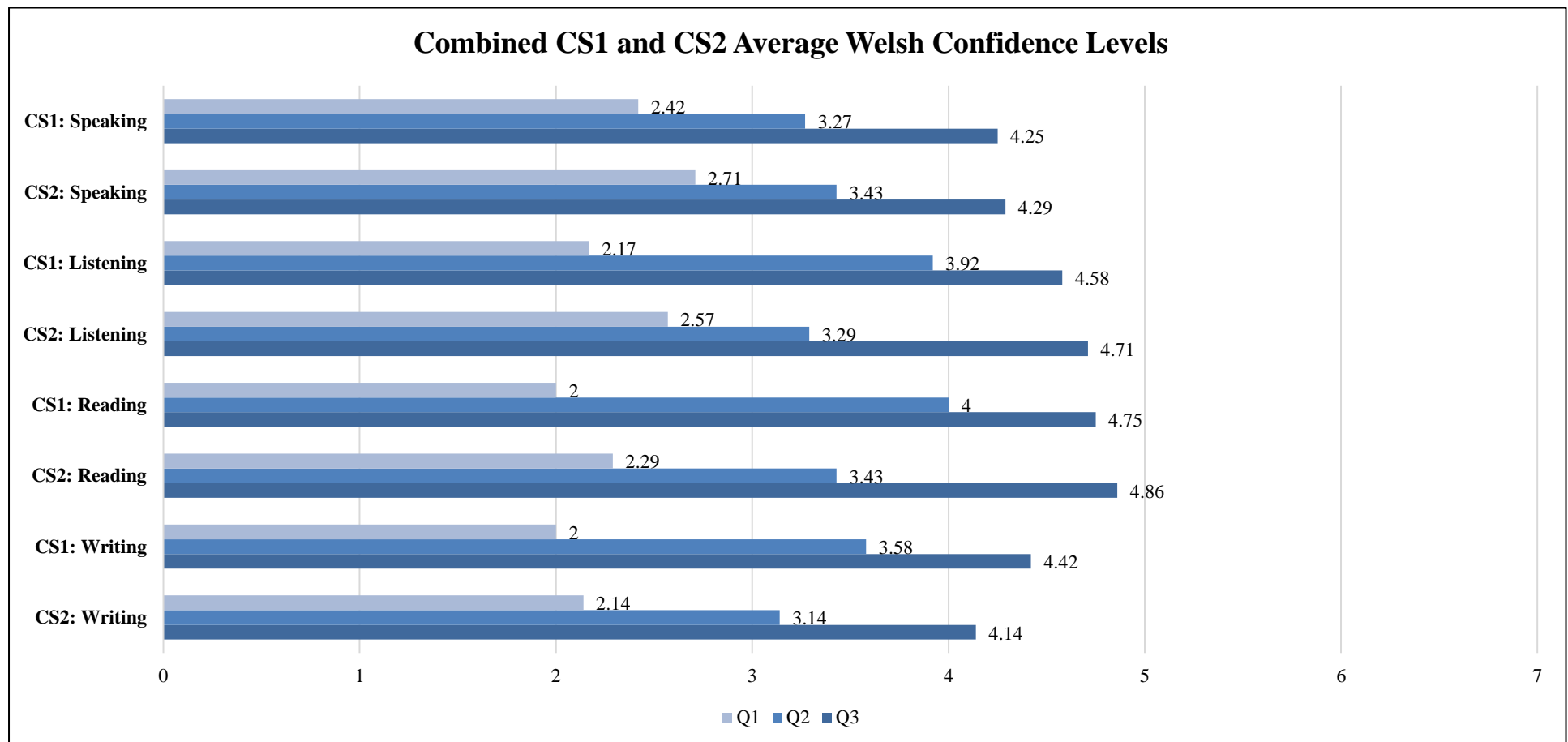


Figure 70: Combined CS1 and CS2 Average Welsh Confidence Levels

4.4.3 Use in Professional Situations, Before/After

In Case Study 1, in all professional situations, there were more participants anticipating using Welsh at a higher percentage of time as opposed to those who felt they would use Welsh at the same percentage of time as before starting the scheme; and no participants felt they would use Welsh for a smaller amount of time. Conversely, in Case Study 2, there was only one situation—using Welsh with pupils while not teaching—where there were more participants anticipating using Welsh at a higher percentage of time as opposed to those who felt they would use Welsh at the same percentage of time as before starting the scheme. However, like Case Study 1, there were no participants in Case Study 2 who felt they would use Welsh at a lesser amount of time than before starting the scheme.

4.4.4 Confidence in Professional Situations, Before/After

Within Case Study 1, in all professional situations, there were more participants anticipating having a higher level of confidence while using Welsh as opposed to those who felt the same amount of confidence before starting the scheme; and no participant felt they had less confidence than before starting the scheme. Conversely in Case Study 2, in all situations, there were less participants anticipating having a higher level of confidence while using Welsh as opposed to those who felt the same amount of confidence before starting the scheme. Additionally, one participant felt s/he had less confidence than before starting the scheme in four situations—using Welsh with pupils while not teaching, using Welsh while speaking to parents, and using Welsh while writing to parents.

4.5 Discussion

4.5.1 Welsh Fluency Levels

As illustrated previously in [Figure 69](#) and described in section 4.4.1, both Case Study 1 and Case Study 2 participants finished the scheme with an average Welsh fluency levels in speaking, listening, reading, and writing of between 4 and 5 out of 7. The difference between the two case studies' fluency results was less than .05 in speaking, listening, and reading; and .28 in writing, as can be seen in [Table 52](#).

Combined CS1 and CS2 Welsh Fluency Level Averages Upon Completion of the Scheme				
	Speaking	Listening	Reading	Writing
CS1 Fluency Level	4.58	4.67	4.83	4.42
CS2 Fluency Level	4.57	4.71	4.86	4.14
Difference	.01	.04	.03	.28

Table 52: Combined CS1 and CS2 Welsh Fluency Level Averages Upon Completion of the Scheme

However, the differences in the participants' increase of level over the course of the scheme was at least by two levels in Case Study 1 and only one level in Case Study 2. This difference can be accounted for in that Case Study 2 participants starting the course at a higher level than the Case Study 1 participants, as can be seen in [Table 53](#).

Combined CS1 and CS2 Welsh Fluency Level Averages Upon Starting the Scheme				
	Speaking	Listening	Reading	Writing
CS1 Fluency Level	2.5	2.5	2.42	2.08
CS2 Fluency Level	3.14	3.3	2.86	2.57
Difference	.64	.8	.44	.49

Table 53: Combined CS1 and CS2 Welsh Fluency Level Averages Upon Starting the Scheme

In all cases, the Case Study 2 starting average fluency level was approximately half a level higher than Case Study 1. These two contrasting tables taken together illustrate that the Sabbatical Scheme's course does not

increase participants' fluency *by* various levels but rather *to* a certain level. By the end of the scheme, on average, participants have increased their Welsh fluency levels to between 4 and 5 out of 7, despite what level they started at. This result coincides with how the course is structured with accredited units that are taught and assessed. Hence, the Sabbatical Scheme's *sylfaen* | foundation course is effective in increasing a participant's Welsh speaking, listening, reading, and writing fluency. This result is supported by the experiences of the Sabbatical Scheme tutors.

It's phenomenal how much people come along during the course and really able to converse fairly fluently at the end of it. — Sabbatical Scheme Tutor 2

Yeah, their skill level improved week on week. There's not a shadow of a doubt. And they I'm sure, I mean, it's quite obvious for them to see, really. —Sabbatical Scheme Tutor 5

4.5.2 Welsh Confidence Levels

As illustrated previously in [Figure 70](#) and described in section 4.4.2, both Case Study 1 and Case Study 2 participants finished the scheme with an average confidence levels in speaking, listening, reading, and writing in Welsh of between 4 and 5 out of 7. The difference between the two case studies' fluency results was less than .15 in speaking, listening, and reading; and .28 in writing, as can be seen in [Table 54](#).

Combined CS1 and CS2 Welsh Confidence Level Averages upon Completion of the Scheme				
	Speaking	Listening	Reading	Writing
CS1 Confidence Level	4.25	4.58	4.75	4.42
CS2 Confidence Level	4.29	4.71	4.86	4.14
Difference	.04	.13	.11	.28

Table 54: Combined CS1 and CS2 Welsh Confidence Level Averages upon Completion of the Scheme

However, the differences in the participants' increase of level over the course of the scheme was at least by two levels in Case Study 1 and only

one and a half levels in Case Study 2. This difference can be accounted for in that Case Study 2 participants starting the course at a higher level than the Case Study 1 participants, as can be seen in [Table 55](#).

Combined CS1 and CS2 Welsh Confidence Level Averages upon Starting of the Scheme				
	Speaking	Listening	Reading	Writing
CS1 Confidence Level	2.42	2.17	2	2
CS2 Confidence Level	2.71	2.57	2.29	2.14
Difference	.29	.40	.29	.14

Table 55: Combined CS1 and CS2 Welsh Confidence Level Averages upon Starting of the Scheme

In all cases, the Case Study 2 starting average confidence level was higher than Case Study 1. These two contrasting tables taken together illustrate that, as with fluency, the Sabbatical Scheme's course does not increase participants' confidence *by* various levels but rather *to* a certain level. By the end of the scheme, on average, participants have increased their Welsh confidence levels to between 4 and 5 out of 7, despite what level they started at. This result coincides with how the course is structured with accredited units that are taught and assessed. Hence, the Sabbatical Scheme's *sylfaen* | foundation course is effective in increasing a participant's Welsh speaking, listening, reading, and writing confidence.

This result is supported by the experiences of the Sabbatical Scheme tutors.

The biggest shock I think on the sylfaen course is they come in not very confident, and then they are able to teach a lesson, and by the end of the course, many lessons indeed. Yeah, you see their confidence develop. It's a very rewarding course to teach. — Sabbatical Scheme Tutor 2.

4.5.3 Structure

4.5.3.1 Intensity/Immersion

One of the main aspects of the Sabbatical Scheme's *sylfaen* | foundation course structure is it being a block course, where it is run ten to

eleven weeks, depending on the term calendar, from 9:00-15:30. As a result, the participants are away from school during that term to attend the course full time. The *sylfaen* / foundation course is organised into 49 units within those 50 to 55 days; which results in concentrated lessons.

At the beginning, it was—it was at a faster pace, I think, because we had 49 units to teach in 11 weeks. So, I think the first half term, we taught—I don't really remember the maths—but I think they did sort of two a day, if that makes sense? And then by the end, you'd maybe only have one a day, and they finished last Friday. So this week is all about assessments and doing their own personal work [...] They were OK with it. They didn't know any better, really. They just had the timetable saying this was it. It was a bit scary sometimes, 'Oh Gosh', but they could see then why it had to be done and they were happy. —Sabbatical Scheme Tutor 6

Consequently, the course is often referred to as intensive/immersive.

Throughout every single questionnaire, participants were asked about the advantages and disadvantages of the Sabbatical Scheme; and the intensity/immersion of the scheme was featured in all but the disadvantages of Case Study 1, Questionnaire 1. As can be seen in [Table 56](#), at the beginning and end of the scheme, both the majority of participants of Case Study 1 and Case Study 2 believed that the intensity/immersion of the scheme was an advantage.

Combined CS1 and CS2 Number of Participants Identifying Intensity/Immersion as an Advantage and/or Disadvantage			
	Q1	Q2	Q3
CS1 Advantages	11	10	10
CS1 Disadvantages	0	3	4
CS2 Advantages	4	3	4
CS2 Disadvantages	1	2	1

Table 56: Combined CS1 and CS2 Number of Participants Identifying Intensity/Immersion as an Advantage and/or Disadvantage

The participants' belief that the intensity/immersion of the course is a distinct advantage is reinforced by the tutors on the course.

That's the best feature of the course, I think, is the intensity, the amount of Welsh that they receive, because it guarantees, almost, improvement. —Sabbatical Scheme Tutor 5

Eleven weeks of being immersed in [Welsh] will definitely develop your skills. —Sabbatical Scheme Tutor 6

Some of these teachers have had to teach children a subject that they're not confident in themselves. They haven't got the skill sets to do it, and the only way to learn a language properly is just be totally immersed in the language for a period of time. So, I think the benefits are quite obvious, really; that they get ten/eleven weeks just to concentrate on one thing and do it right. And then, when they return to school, they're just able to develop the skills of those children in a way that they weren't able to do. —Sabbatical Scheme Tutor 7

Table 56 also illustrates that there were some participants who felt that the intensity/immersion aspect of the course was a disadvantage, as was detailed in previous sections. The two themes that ran through these comments and in some interviews were that the intensity/immersion of the scheme were difficult to adjust to and/or they felt they may not have had the particular Welsh skills that were expected at the start.

I think the course should be longer and less intense [...] I knew it was going to be really intense, but, boy, not that much. But again, I loved it. I'm not saying I didn't love the course [...] I would say [future Sabbatical Scheme practitioners] need to get quite a lot of the basic vocabulary under their belt and have a little bit of a level [before starting the sylfaen course]. I didn't have a lot coming in, because it had been so many years since I've done all of my training and things. So, I would say for them, get a lot of vocab, quite a lot of vocab, know some basics. —Participant CS1.11

This first facet of this commentary is not cause for concern to the tutors of the course. The intensity of a block course and immersion into a language is supposed to be challenging.

I would emphasize to them that it is hard work. It's not easy. It is hard work. So, to be with that frame of mind. It's not a jolly. It's weeks of hard, hard work. —Sabbatical Scheme Tutor 4

I don't think some people realize until they're here sometimes how much of a challenge is in front of them. But yeah, they do stick to it. —Sabbatical Scheme Tutor 2

This assertion especially reinforces the previous statement from Participant CS1.11 that s/he did not realise the challenge that an intense language course would be. Participant CS1.12 indicates below that the Sabbatical Scheme did suggest how participants could prepare for such intensity/immersion; however, participants had free will to accept or decline those suggestions.

It was recommended to us, in the emails beforehand, that maybe just go back over any resources or materials you had. I didn't. I went straight onto it. —Participant CS1.12

Consequently, the minority views on intensity/immersion being a disadvantage of attending the scheme for the reason of difficulty should not outweigh the majority view of intensity/immersion being an advantage of the scheme. Not anticipating the challenge of an intense/immersive course can be seen as human error on part of the participant. However, the second aspect of the comment, on the amount of Welsh one starts the course with, is concerning.

The Sabbatical Scheme course that these participants attended was at the *sylyfaen* | foundation level. As stated in section 4.1.1, those on the course are expected to have at least *mynediad* | entry level Welsh before they start. Yet, within some comments from both participants and tutors, this does not always seem to be the case.

One of the members of our course struggled quite a bit, because they didn't have as much Welsh as some of the other ones as going in. And, some parts, I think, for that person, were quite a negative experience, so I think that you need a certain amount of Welsh before you go in, some basic rounding from teaching. —Participant CS1.12

We've had some come here with no Welsh at all and have managed to succeed really well. —Sabbatical Scheme Tutor 2

You know, we say that they should be able to do the basics anyway, but some of them can't. —Sabbatical Scheme Tutor 4

Those who start the scheme below the threshold of Welsh fluency would find the intensity/immersion extremely difficult and overwhelming.

Within Case Study 1, there was one particular example of this with one participant, who was the only one to rate his/her Welsh fluency and confidence to be a 1 out of 7 at the beginning of the course. Although at the end of the course s/he rated their fluency/confidence to be a 3 out of 7, his/her tutor found that s/he struggled quite a bit on the course.

There was nothing, absolutely nothing going in. [The participant] went, I feel, from the course with as much as [s/he] came with in, which was nothing [...] I found that [the participant] was more reluctant to take help for [his/her] meicro ddysgu because everybody else cracked on, I think [s/he] thought, 'Oh, no, I won't, I won't show them that I'm struggling'. —Sabbatical Scheme Tutor 4

There is a difference between the challenge of an intensive course one is prepared for and the struggle of one who is unqualified. This struggle can be prevented by a more thorough interview during the application process to attend the scheme. Hence, this particular disadvantage, of someone being ill-prepared and unable to keep up with the intensity/immersion of the scheme, should not outweigh the majority view of intensity/immersion being an advantage to the scheme; as it is entirely preventable and likely a case of human error during the interview stage of the application process.

Hence, intensity/immersion is a distinct advantage of how the Sabbatical Scheme is structured, as seen through the majority holding this view both at the beginning and end of the scheme. Although some found it to be a disadvantage, this was a result of human error on part of the participants not realising the challenge of an intense course and the

Sabbatical Scheme application process accepting one on the scheme who did not have the threshold of Welsh language skills to attend.

4.5.4 Activities

4.5.4.1 *Meicro Ddysgu* / *Micro Teaching*

As stated previously, the *meicro ddysgu* | micro teaching is a fixture of the Sabbatical Scheme, as it provides an opportunity for the participants to put into practice what they have learned on the course in a similar format to how they would use the Welsh skills they have learned: through teaching.

But, interestingly, the teachers feel, although they, for example, get four credits for one meicro ddysgu, and they collect sixty credits all together in all—but for the teachers, that’s what they see as the important thing, is their meicro ddysgu, because that is what showcases their professional skills as teachers. —Sabbatical Scheme Tutor 7

The participants in Case Study 1 and Case Study 2 conducted two *meicro ddysgu* | micro teaching, one in week 6 and one in week 9; and they were observed during both. In the final questionnaire, participants were asked what they found the most/least useful activities of the Sabbatical Scheme. Of the Case Study 1 participants, 4 found it to be most useful and 2 least useful; and of the Case Study 2 participants, 2 found it to be most useful and none found it to be least useful. Additionally, Case Study 2 participants were asked in their final questionnaire if they specifically found the *meicro ddysgu* | micro teaching useful, and all agreed that they did.

Beginning first with Case Study 1, as stated above, more found the *meicro ddysgu* | micro teaching to be useful than not. Within the questionnaire, the four that stated it was useful did not elaborate. Of the two that found it to be one of the least useful activities, only one detailed why.

Micro dysgu[sic]—as they took the emphasis off our learning. I feel as if I have not made any progress since week 5. —Participant CS1.11

However, when the participant was interviewed after the scheme and had a chance to reflect, s/he changed his/her mind on how s/he viewed the *meicro ddysgu* | micro teaching.

I loved doing the meicro ddysgus [sic]. I know it was horrible at the time to be recorded, but I loved it, because that's what I do: I teach [...] God, I was nervous! [...] I wasn't the best on the course. I learnt at my own level. And I'm going to be honest about that [...] But I felt if I sat in a group of four, then gone up to a group of six, then maybe a group of eight, and then gone on to the twelve; it would have been easier than [...] oh, look there's everybody! And having them all in one day and being the very last was just very horrendous [...] by the end of the day, there was nothing left. But I did enjoy them, don't get me wrong [...] I thoroughly enjoyed them [...] so as much as I was nervous, I loved it. I did love. I don't care if it was rubbish: I enjoyed it, and I got up and did it. —Participant CS1.11

This mention of nervous energy was not just limited to this particular participant. Through observation, it was clear that nearly the entire class was consumed by anxiety. Other participants interviewed supported this observation.

The meicro ddysgus[sic] [laughs]—the meicro ddysgus[sic]! Lots of people had issues with them, because they were the—I think they carried the same sort of credits as the mini ones, but people felt that they really had to put on a show for that [...] I know it was a lot more nerve wracking for other people, but I don't think it was the task. I think it was us, and it's us doing it to ourselves. There were particularly very nervy members of the group who worry tremendously about it. It was a kind of mass hysteria I think that broke out amongst everybody. [chuckles] But there doesn't need to be. —Participant CS1.12

I think we built them up to much more than we needed to really, because I think they were useful, but everybody got so psyched up, that they got so nervous, none of us really performed to our best I don't suppose [...] We got a bit worked up about them all for no good reason, because when you are back in the classrooms setting, you're doing that all the time, you're always, you know, putting yourself in that situation. —Participant CS1.01

Given the observed “mass hysteria” over the *meicro ddysgu* | micro teaching, it was surprising that only two participants felt it was not useful during the scheme. As a result of all but one of the Case Study 1

participants choosing to not explain their views, there is no way to determine certainly how every participant, or indeed the majority, perceived the *meicro ddysgu* | micro teaching after the anxious incidents. Yet Participant CS1.03's detailed experience may reflect the rest of his/her cohort's experience with the *meicro ddysgu* | micro teaching.

They were horrendous. They were traumatic. They were vile [... yet] they were absolutely invaluable, because it actually gave—they were the things that actually got all the patterns that you would use in the classroom, whatever the subject, ingrained into your brain, because you learnt the right mantras. They were there. It was applying what we were doing in a situation, well a false situation, but in the sort of thing that you are going to use, the main focus of what the sabbatical is for, for doing. The whole point of it is to come in and improve your Welsh to improve teaching and learning, and if that means that you're learning all the phrases and the questions and the bits and pieces that you can use in any subject in school, you know: 'do you understand?, who knows?, what is this?, today we're learning about, who remembers?' All those phrases, by the end of doing the meicro ddysgu[sic], you've learnt them and they will be forever ingrained on my memory. They were really useful, and yes, well you can say, well you can just go and learn them, but actually it's standing there actually doing the lesson that makes you remember them, because you have to know them, and you can practice things—there are things I've learnt on the course and practice and practice and practice, and I don't necessarily know what they are, but there are certain things from those meicro dysgu[sic] that will just be etched on my brain. —Participant CS1.03

Consequently, although the participant disliked the *meicro ddysgu* | micro teaching at the time, upon further reflection s/he saw the value of being able to practice Welsh in a simulated classroom setting. Perhaps this realisation of the value of practical application of their new Welsh skills was also the experience of the rest of the Case Study 1 participants.

The Case Study 2 participants certainly felt the *meicro ddysgu* | micro teaching was valuable. Although only two of the seven participants named the *meicro ddysgu* | micro teaching as one of the most useful activities—and none named it one of the least useful activities—when asked

specifically about the usefulness of the *meicro ddysgu* | micro teaching, every single participant stated that activity was useful to helping them use and become more confident in using Welsh.

Very useful—though I won't be teaching lessons entirely in Welsh. It made us think about and learn the useful words and phrases that we always say—so now I'll be using them in Welsh. —Participant CS2.01

It's been great to be able to practice Welsh. —Participant CS2.02

It was a useful exercise to have feedback on my use of incidental Welsh. —Participant CS2.03

Useful as I feel more confident teaching lessons through the medium of Welsh. —Participant CS2.04

Very useful—made me speak in Welsh for half hour. —Participant CS2.05

I feel the micro dysgu's [sic] were more beneficial, because we planned them ourselves with our own classes in mind. —Participant CS2.07

Very [useful], although felt nervous. —Participant CS2.08

It is important to note that, while there was there was nervousness exhibited by the Case Study 2 participants during their *meicro ddysgu*| micro teachings, it was not observed to be to the same scale as witnessed with the Case Study 1 participants.

When interviewing the Sabbatical Scheme tutors, they were asked about the *meicro ddysgu* | micro teaching. Without prompting, the issue of nerves came up in conversation; which confirmed the observation and participant comments that nervousness and the *meicro ddysgu* | micro teaching goes hand in hand. When they spoke about it, they also provided their observations on why the participants were nervous and, as Sabbatical Scheme Tutor 7 stated at the beginning of this section, put so much focus on something worth merely 4 credits out of 60.

I think that from the perspective of the practitioners, they find it very daunting [...] I think because most of them perhaps do more work than they need to. And it's human nature, isn't it, that then they feel it's so stressful; but we try to rein them in from that. —Sabbatical Scheme Tutor 1

It's quite daunting, you know, being on the course with co-teachers, and I suppose becoming friends with them during the course of the class, and then having to stand in front of them to teach them—sometimes it's worse, isn't it, doing a presentation in front of people you know? Sometimes it's easier—that's what they always say, 'Oh, it's easier to teach children', you know, because, I suppose with adults, they are very professional in what they do. —Sabbatical Scheme Tutor 2

They're all completely petrified for the first meicro ddysgu of the scheme. They make a massive, massive mountain out of the mole hill. They think it's the end of the world. [...] They're being assessed. And a lot of them think, 'I'm being assessed as a teacher, I'm being assessed on teaching'. Well, that's not true. And that's, that's one of the main messages you have to sort of drill into them, is you're not being assessed at how good a teacher you are. They were only assessed on their Welsh—on what they have on their vocab, on their patterns: that's what they were assessed on [...] you have to constantly remind them, it doesn't matter how fancy your flash cards are or your power points are: it's the language that you're being assessed on, not how good a teacher you are. It's the same every year, you know; it doesn't matter where you teach, in my experience, anyway. They're always completely petrified of the meicro ddysgu. And, I think it's valuable. I don't think it's something that should change or they should scrap it or get rid of it. I think it's a valuable task. But unfortunately, it's a scary one for them. —Sabbatical Scheme Tutor 4

Thus, the tutors identify that nervousness is part of human nature when trying to impress and present to a group, especially to one's peers. The fear of judgement falls upon them—and they are being judged, or assessed rather, by the Sabbatical Scheme tutor. But this natural human fear is aggravated when, as Sabbatical Scheme Tutor 4 pointed out, they lose sight into what exactly is being assessed. Their use and fluency of Welsh was being assessed, not their teaching skills; yet their focus remained on the teaching elements of the presentation.

Indeed, this focus makes sense, as teaching is their vocation, and

thus the participants put more emphasis on the teaching aspect of the *meicro ddysgu* | micro teaching and on the *meicro ddysgu* | micro teaching itself than the current assessments warrant. This begs the question: should the *meicro ddysgu* | micro teaching have more weight within the current assessments? From the evidence collected, the majority of participants certainly value the activity at the time, given the effort they put into their *meicro ddysgu* | micro teachings, and their comments afterward. As for the tutors, one commented directly about this matter.

Personally, I think there should be more emphasis on meicro ddysgu, because that's what the teachers see as—They're here as teachers, and when they teach, that's what they think is the most important element of the course; maybe not necessarily is, but it's quite important for them. And that's when they return, they want to be able to do. So, it's quite important for us to, maybe put a little more emphasis on the meicro ddysgu than what they've already got on the course. —Sabbatical Scheme Tutor 7

Although none of the other tutors speak on the subject directly, they do agree that the *meicro ddysgu* | micro teaching is a valuable part of the Sabbatical Scheme.

Yeah, I think they have to do it, really. Otherwise, it just means being spoon-fed everything, and you can't really see what they, how they're getting on, how they're improving. But with this, they have to do everything from the beginning. Lessons they've probably prepared a hundred times before in the English language, and now they have to put the Welsh side to it. Certainly does some good. So, after the lesson plan, they have to choose what words and phrases and incidental Welsh they're going to use, and obviously do the lesson. Yeah, it's a good exercise. —Sabbatical Scheme Tutor 6

From a learning perspective I think it's one of the key parts of the course where you see the progress of individuals. Especially at the beginning you think, 'Oh, this teacher may possibly not reach this level or might not be able to teach that.' But because they develop their confidence slowly, you do feel quite proud at the end where they really challenge themselves, and you see the progress. And just the confidence that they can stand in front of a class and teach for sometimes twenty minutes, where they haven't done as much of that in the past. So I think it's a key part of the course itself. And I think it's what makes the course in a way. It allows for target setting, and it allows for application in a fit-for-purpose way. I think it's also

beneficial for the schools themselves, because they gain some resources from it. —Sabbatical Scheme Tutor 1

Hence, the tutors view the *meicro ddysgu* | micro teaching to be valuable to the Sabbatical Scheme because it is an important activity to showcase the participants' Welsh and have them practice using the language in a simulated classroom setting where they can apply and refine their new skills. The *meicro ddysgu* | micro teaching activity has the added benefit that, in the participants' preparations, new Welsh language resources are created for the school.

But it was just the fact that for your lessons, you know, you were making stuff. And you could make it and take it with you, and there's loads of things that I've made on the course that I'm now using in my class at the moment. The opportunity to do that and not have someone breathing down your neck, saying, 'Why are you printing? Why are you laminating? Do you know how much this costs?' [laughs] It was really useful. You know, it wasn't just doing something for the course, it's actually doing something for the course, but something that you would then go back and use. So, that was beneficial. —Participant CS1.03

Both of these points, together, illustrate that in preparing for the *meicro ddysgu* | micro teaching, the participants will go back to their schools with the skills and the resources to put what they have learned into practice; which is the entire goal of the Sabbatical Scheme.

Based on the data collected above, the *meicro ddysgu* | micro teaching is a distinctly valuable activity of the Sabbatical Scheme. It is valued highly by the majority of participants and the tutors for good reason. It allows participants to apply the Welsh skills they have learned on the course to simulate how they would use their skills once they return to their own classrooms, which is the purpose of the Sabbatical Scheme. The nervous atmosphere that comes along with the *meicro ddysgu* | micro teaching illustrates the importance that the participants project onto the

activity, despite it being worth relatively little in the scheme of things. Consequently, the *meicro ddysgu* | micro teaching should be emphasised and receive more focus within the assessment, to reflect the importance that both participants and tutors place on the activity in demonstrating the participants' growth of Welsh language skills and confidence in using Welsh in a simulated classroom setting.

4.5.5 Resources

The resources identified as the best/most useful by the majority of Case Study 1 and Case Study 2 participants were course units/notes/PowerPoint presentations and games.

The course units/notes/PowerPoint presentations were identified as best/most useful by the majority of the Case Study 1 and Case Study 2 participants. Yet, as stated previously in section 4.2.3.4.3, there were some who identified the more advanced units as being too advanced/unsuitable for their needs within their primary school. This point harkens back to the previous discussion in section 4.5.4.1, where the practitioners, being teachers, paint their experiences with thoughts concerning teaching. Instead of valuing the more advanced units for increasing their fluency for the sake of it, some focused on how they would not be using such advanced units in their classroom; thus, those units are not useful. While it is understandable that some would feel this way, those comments do not invalidate the rest of the commentary on usefulness. Consequently, the course notes/units/PowerPoint presentations can be seen as a highly useful resource on the Sabbatical Scheme.

The learning games the participants played were used as an activity; however, they then turned their activity into resources they can use in their

own classroom. Participants were introduced to games as an activity to help them learn and/or revise course units.

I like the board games with them, the dice and the—have you seen the pronoun dices? They're good, especially if you're learning new verbs. You can do, sort of, 'me', 'you', 'him', 'her', 'us', 'them'. That's a good one [...] Yeah, you get to know what they like and what works for them [...] They've got about ten activities for each unit, and say you got time to do six or seven in class, you tend to do the games with them, because they have far more fun and they're learning through having fun. And then the written ones they can maybe do as extra homework. But the games always go down well. Just throwing the dice and having a counter there, they don't think they're learning anything, but they are. —Sabbatical Scheme Tutor
6

Indeed, the participants undoubtedly agree that the games help them learn Welsh and have fun, thus why a good number marked games as a highly useful activity. Consequently, as the participants also feel that since they find it an effective learning activity for themselves they can apply the games in their own classrooms to benefit their students. Hence, the games used on the scheme are both an effective activity and useful resource for the Sabbatical Scheme participants.

4.6 Benefits of the Sabbatical Scheme

As was seen in previous sections 4.2 and 4.3, the Case Study 1 and Case Study 2 participants were asked about what they felt the benefits of the Sabbatical Scheme to be for them, their schools, and the education system itself. Each question is discussed separately.

4.6.1 Benefits of the Sabbatical Scheme for Them

In answering how the participants felt the Sabbatical Scheme benefited them, the same five themes were seen in both Case Study 1 and Case Study 2: Welsh language skills increasing, Welsh confidence increasing, the intensity/immersion, time away from school, and networking opportunities. Based on previous evidence in sections 4.5.1 and 4.5.2, it can

be said that the Sabbatical Scheme does increase the Welsh fluency and confidence levels of the participants to between 4 and 5 out of 7; thus, supporting the participants' statements that they benefited from the Sabbatical Scheme in that way. Also, the intensity/immersion of the Sabbatical Scheme, where they spend the term away from school to attend the course, has already been found to be a distinct benefit of the scheme, as seen in section 4.5.3.1. The opportunity to network, however, has not yet been discussed.

The participants commented that the opportunity to network with other teachers was beneficial for them, as they were able to learn from each other and share good practice informally. The tutors acknowledge this convention and support it.

They make friends with people they didn't know, but also professionally they make a link, and they can share good practice even once the course has finished. I'm glad that they are here for that period of time—that they can make those links. That's very important, because when teachers are in school, from what I can gather, they don't have much time for sharing good practice. It's, you know, very much children based and teaching, and the fact that they have time to see you back here and reflect on their own teaching gives a very valuable thing. —Sabbatical Scheme Tutor 2

And because they're all together at the same time, they're a much more group—feeling of a group there. So, you know, they can—they spur each other on. They help each other. So, there's more of a community. —Sabbatical Scheme Tutor 5

Consequently, it can be said that one of the Sabbatical Scheme benefits for the participants is their opportunity to network and learn from one another about best practice in teaching.

4.6.2 Benefits of the Sabbatical Scheme for their School

In answering how the participants felt the Sabbatical Scheme benefited their school, the same four themes were seen in both Case Study 1 and Case Study 2: Welsh language skills increasing, Welsh confidence

increasing, support for staff increasing, and raising standards. As stated previously, it can be said that the Sabbatical Scheme does increase the Welsh fluency and confidence levels of the participants to between 4 and 5 out of 7; thus, supporting the participants' statements that their schools benefited from the Sabbatical Scheme in now having staff with higher skills and confidence. However, support for staff increasing and raising standards has not yet been discussed.

As seen in sections 4.2 and 4.3, some participants commented on how they would be taking what they have learned on the Sabbatical Scheme back to their school to share with their colleagues. In some cases, they will become the mentor within their department or within the school itself for others to turn to for help with their Welsh teaching. Some have formal positions, such as Welsh coordinator or Welsh leader.

I am one of the Welsh leaders. I used to be the Welsh coordinator, but we've moved on to teams now, in our school. I'm part of the Welsh team. So, I'm responsible for the curriculum that is delivered across the school, right from reception to year 6. —Participant CS1.12

Sabbatical Scheme tutors have observed these responsibilities, and some have concerns about the issues the participants may face.

Some teachers worry, they tell me, 'Oh, I worry when I return that I'm going to be responsible for developing the Welsh skills of the whole school'. Well, that teacher can't—it's very difficult for a single teacher just to develop everybody's skills. —Sabbatical Scheme Tutor 7

What concerns the tutors is not the idea that the Sabbatical Scheme can produce someone to become the Welsh mentor within their school, but rather whether making one person accountable for the whole school is a reasonable endeavour. However, such a discussion is outside of the purview of the Sabbatical Scheme, as it is for the schools to decide how best to

utilise their staff. In any case, these teachers already had those responsibilities, and now, after attending the Scheme, they have further skills to meet them, which can only benefit the school.

I think the fact that I can support other members of staff, and they all turn to me now and ask me and I know if I haven't got the answers at my fingertips, I know that I can look through the file and confidently come up with whatever they need to know. —Participant CS1.01

Working with my colleagues, trying to speak more Welsh in front of the children, trying to extend the conversations with them outside the Welsh lesson, is quite an important part of learning Welsh in schools. So, for the school level, it is helpful that we have one more member of staff who has good grounding in Welsh now and that we can move forward and explore, you know, opportunities, uh, where we can, you know, improve things for the children. —Participant CS1.12

Hence, the Sabbatical Scheme benefits the participants' schools, as the participants have now furthered their Welsh language skills and can better provide support to their colleagues concerning the Welsh language.

The participants also commented that the Sabbatical Scheme benefits their schools by helping to raise standards. This belief was acknowledged by one of the tutors:

From my experience I think a lot of the schools who have encouraged practitioners to attend the course want to support that personal development. They also want to meet the requirements of the education system and the inspection. So sometimes, perhaps if there are failings in school or Welsh needs to be targeted, Sabbatical Scheme is used in that sense to kind of develop that. — Sabbatical Scheme Tutor 1

The Sabbatical Scheme Case Studies did not find evidence as to whether there is a causal link between participants attending the Sabbatical Scheme and their Welsh inspection standards being raised, as the scope of the research did not include such an evaluation. Consequently, it cannot be said that one of the benefits of the Sabbatical Scheme for schools is raising the schools' standards concerning Welsh. Further research is needed on the

subject.

4.6.3 Benefits of the Sabbatical Scheme for the Education System

In answering how the participants felt the Sabbatical Scheme benefited the education system, the same four themes were seen in both Case Study 1 and Case Study 2: Welsh language skills increasing for teachers, Welsh language skills increasing for students, Welsh culture/bilingualism increasing, and raising the standards. As stated previously, it can be said that the Sabbatical Scheme does increase the Welsh fluency and confidence levels of the participants to between 4 and 5 out of 7; thus, supporting the participants' statements that the education system benefits from the Sabbatical Scheme in now having educators with higher skills and confidence. Within the previous section 4.6.2, on whether the Sabbatical Scheme leads to a raising of Welsh standards in schools was discussed; and it was determined that statement could not be evaluated, as the scope of the case studies did not include such an evaluation. As a result, the same must be said in this section, that it cannot be said that one of the benefits of the Sabbatical Scheme for the education system is raising the schools' standards concerning Welsh.

There is also an idea that permeates the Sabbatical Scheme that increasing the Welsh language skills and confidence of the teachers will increase the Welsh language skills and confidence of the students, which will then increase Welsh language culture and bilingualism within Wales. Anecdotally, both in and outside the scheme, it is heard often that many teachers in English-medium schools have less Welsh knowledge than the children they are teaching. The Sabbatical Scheme is to be a solution to this problem within the education system, by up-skilling the teachers who can

then better teach the students themselves.

There's a choice in Wales of going to English-speaking schools or Welsh-speaking schools [...] But if you choose the English-speaking, Welsh is compulsory. They have to do so much Welsh. So, instead of just being a sort of, under the carpet, ticking a box; I find if they've been on this course, that it's taken seriously, and you make sure that your teachers are always going to be one step, at least one step, ahead of the children. Whereas some of these teachers who really didn't have a clue what they were doing, they were introducing Welsh and everything to the children, but not really knowing much more than the children themselves! But if the teachers themselves are way ahead and have much more knowledge, then obviously, it's going to pass on to the children. —Sabbatical Scheme Tutor 6

Along with the focus on the children themselves, the narrative also speaks about how with the increased participation on the scheme, a network will develop to increase bilingualism within the curriculum.

But, if it develops and continues to do so, the more practitioners who go through the system, the more you have in the schools which can help each other with that aftercare process as well of, allowing skills to develop. And, hopefully then that needs to feed into the classroom itself and the curriculum. So, I would hope that it does have an impact [...] But, you would hope the skills you encourage your practitioners to gain and the confidence that they would be able to transfer that to their classroom in a way, so they kind of nurture the same skills and confidence. —Sabbatical Scheme Tutor 1

It is “*hope[d]*” that through the Sabbatical Scheme, participants’ students will also increase their Welsh fluency and confidence levels. However, the limited scope of the Sabbatical Scheme Case Studies does not include how the participants’ students are affected by their teachers’ participation on the scheme. This was an intentional limitation, as the focus of this research concerned the participants’ experiences on the course and how they were affected by their participation, in terms of fluency and confidence to use Welsh. Neither Old Bell 3 and Dateb (2010) nor Arad (2014) investigated the impact of the participants participation on the Sabbatical Scheme on their students either, with the latter noting:

However, it should be emphasised that there has been no analysis of pupils' and schools' results before and after practitioners' participation on the courses, as there was no intention to compare pre- and post-course attainment as a measure of the impact of the WLSS [Welsh Language Sabbatical Scheme] (pp. 46-47).

Hence, further research is needed to determine whether there is a causal relationship in this matter.

4.7 Conclusion

The research collected and analysed has shown that the Sabbatical Scheme's *sylfaen* | foundation course is effective in increasing Welsh fluency and confidence levels of participants on average to between 4 and 5 out of 7. One of the distinct advantages of the scheme is it being intensive/immersive as a block course that allows participants to focus solely on their Welsh language learning. One of its most highly valuable activities is the *meicro ddysgu* | micro teaching, which allows participants to apply and practice the skills they have learned in a simulated classroom setting, as they would once they return to their own classrooms. The resources they receive through course units/notes/PowerPoint presentations and games aid them in both increasing their fluency and confidence and help them apply their newfound knowledge when they return to school. As the Sabbatical Scheme Coordinator stated,

It's an important thing to remember: The Welsh Government are funding a course for them professionally as teachers. So, although they're learning, they're becoming fluent in the Welsh language, their main, you know—they're here as teachers. So, it's important that they feel they can return to school with a certain skill set and that they're confident to deliver lessons.

The purpose of the *sylfaen* | foundation course of the Sabbatical Scheme is to increase the number of primary school teachers in English-medium schools with Welsh language skills in order for their schools to be better

prepared to produce bilingual students through the teaching of Welsh as a second language. The data collected and analysed in this chapter demonstrates that Sabbatical Scheme is effective in its endeavour to build and strengthen the Welsh language capacity of the education workforce by producing those teachers with the skill sets to teach Welsh as a second language. It further strengthens that capacity by increasing the confidence of those teachers to use Welsh in their classrooms. Consequently, the teachers, schools, and education system benefit from the Sabbatical Scheme, through increasing the skill sets and confidence levels of the teachers who can then go back into the schools of Wales to teach Welsh at a higher level and with more confidence. Teachers and schools also have an added benefit as, respectively: they benefit from networking opportunities and increased Welsh support for other members of staff. Hence, the Welsh National Sabbatical Scheme is an effective model of language capacity building and strengthening.

How the Welsh National Sabbatical Scheme can be made into a generalisable model and whether the model can be applied to the health and social sectors of the Cardiff region is discussed in Chapter 5. The Welsh National Sabbatical Scheme being a language capacity building and strengthening model is discussed in Chapter 6.

5 The Sabbatical Scheme Model and Health and Social Sector Interviews

5.1 Introduction

Chapter 4 evaluated the Welsh National Sabbatical Scheme as a systemic language capacity building and strengthening scheme with the aim of determining its effectiveness and of discerning best practices in increasing participants' fluency and confidence levels in Welsh. The research showed the scheme's *sylfaen* | foundation level course to be effective in increasing participants' Welsh fluency and confidence levels on average to between 4 and 5 out of 7. It indicated that the best practices of the scheme include its intensity/immersion, *meicro ddysgu* | micro teaching, course units/notes/PowerPoint presentations, and games. The purpose of Chapter 5 is to use these results to design a Sabbatical Scheme Model that could potentially be applicable as a model to increase the Welsh language fluency and confidence levels of the health and social sector workforces in Wales; thereby building and strengthening the capacity of the workforces to be better able to deliver Welsh language services. The rationale for this was established in Chapter 1.

Once this model was constructed, a series of interviews were conducted. The first two interviews, with staff at the former Care Council for Wales¹⁰ and Cardiff Council's "Bilingual Cardiff" unit, were held in order to collect background information on the Welsh language within the social sector in practice. The second two interviews were conducted with senior officials at Cardiff and the Vale University Health Board and Cardiff Council's Social Services, regarding both current Welsh language training

¹⁰ As of 3 April 2017, Care Council for Wales and the Social Services Improvement Agency have been combined to create Social Care Wales.

opportunities for their staff and their views on the applicability of the Sabbatical Scheme Model.

5.2 Sabbatical Scheme Model

As a result of the findings of the Sabbatical Scheme Case Studies described in Chapter 4, the following model was created to be potentially applicable within the health and social sectors.

The Sabbatical Scheme Model, while targeted at both health and social sectors, would provide different courses for the different sectors, as they would need to be targeted toward different specialised occupations within these sectors, e.g. nursing, social care worker, etc. The courses provided within the model would be block courses: 10 weeks, 5 days a week, from 09:00–15:30. The created course model would be at the *sylfaen* | foundation level, and would use course units/notes/PowerPoint presentations and games to teach the basic patterns and vocabulary found at the *sylfaen* | foundation level. Additionally, the course would focus on the use of Welsh in health/social care settings. This would be seen in two areas: vocabulary and patterns, and health and social care simulations.

The health and social care vocabulary and patterns do not have to be created from scratch, as there has already been work done in this area. The University of South Wales and Glamorgan Welsh for Adults Centre created the *Llyfr Pced i Fyfyrrwyr* | *Pocket Book for Students* (Hughes et al. 2015). This resource is targeted toward health and social work students; however, its usefulness reaches beyond the student, to anyone wanting to learn Welsh health and social care vocabulary and phrases. The Welsh Government included the *Llyfr Pced i Fyfyrrwyr* | *Pocket Book for Students* (Hughes et al. 2015) in its *Delivering the 'Active Offer' Information Pack – Health*

(Welsh Government 2015a) and *Delivering the 'Active Offer' Information Pack – Social Services and Social Care* (Welsh Government 2015b). The pocket book (Hughes et al. 2015) offers a variety of vocabulary and phrases, in both north and south Welsh dialects, that are applicable in both general health and social care situations and in specialty areas, such as intake situations and mental health consultations. The following tables illustrate vocabulary, phrases, and patterns that would be useful in certain health and social care situations: Table 57, intake situations; Table 58, consultations; Table 59, mental health consultations; and Table 60, occupying a child.

Manylion y claf:	Patient's details:
Eich manylion	Your details
Enw	Name
Cyfeiriad	Address
Rhif ffôn	Telephone number
Doctor/Meddyg	Doctor
Dyddiad geni	Date of birth
Manylion cyswllt	Contact details
Beth yw eich enw?	What's your name?
Beth yw eich dyddiad geni?	What's your date of birth?
Beth yw cyfeiriad cartref?	What's your home address?
Sut daethoch chi yma heddiw?	How did you get here today?
Gyda phwy daethoch chi yma heddiw?	With whom did you get here today?
Allwch chi gadarnhau eich dyddiad geni?	Can you confirm your date of birth?
Beth yw enw eich doctor/meddyg?	What's your doctor's name?
Beth yw cyfeiriad eich doctor/meddyg?	What's your doctor's address?
Pwy yw eich perthynas agosaf?	Who is your next of kin?
Gyda phwy ddylem ni gysylltu mewn argyfwyng?	Who should we contact in an emergency?

Table 57: Example set of Welsh-English vocabulary, phrases, and patterns that would be useful in health and social care intake situations (Hughes et al. 2015, p. 16)

Beth yw'r broblem?	What's the problem?
Poen/dolur	Pain
Ydych chi mewn poen?	Where's the pain?
Oes poen gyda chi yn...	Do you have pain in...
...eich brest?	...your chest?
...eich cefn?	...your back?
Mae 'da fi boen yn...	I have pain in...
Mae gen i boen yn...	I have pain in...
...fy mrest.	...my chest.
...fy mola/stumog.	...my belly/stomach.
...fy nghefn.	...my back.
Pen tost/cur pen	Headache
Bola tost/poen stumog	Belly/Stomach ache
Llwnn tost/dolur gwddw	Sore throat
Cwypio	(to) fall
Wedi Cwypio	Fallen
Fe gwmpais i	I have fell
Ydych chi wedi cwypio	Have you fallen?
Anhawster (anawsterau)	Difficulty (difficulties)
Trafferth (trafferthion)	Trouble (troubles)
Methu/ddim yn gallu	Unable to/can't
Methu anadlu	Can't breathe
Methu bwyta	Can't eat
Methu pasio dŵr	Can't urinate
Methu cofio	Can't remember
Llewygu	(to) faint/pass out
Wedi llewygu	Fainted
Fe wnes i lewgu/llewgais i	I fainted
Ers pryd?	Since when?
Ers pryd ydych chi'n teimlo fel hyn?	Since when have you been feeling like that?
Ar raddfa o un i ddeg...	On a scale of one to ten...
Ydych chi wedi cymryd rhywbeth at y boen?	Have you taken anything for the pain?
Pryd dechreuodd hyn?	When did this start?
Beth yw'r symptomau?	What are the symptoms?
Ydych chi wedi gweld eich doctor/meddyg?	Have you seen your doctor?
Ga'i weld?	May I see?
Ga'i edrych?	May I take a look?
Allwch chi ddangos i mi?	Can you show me?
Dangoswch i mi ble mae'r boen	Show me the location of the pain
Oes cwestiwn 'da chi?	Do you have any questions?
Oes rhywbeth hoffech chi ofyn?	Is there anything you'd like to ask?

Table 58: Example set of Welsh-English vocabulary, phrases, and patterns that would be useful in health and social care consultations (Hughes et al. 2015, pp. 17-19)

Iechyd Meddwl	Mental Health
Ymgynghoriad	Consultation
Sut ydych chi'n teimlo?	How are you feeling?
Hoffech chi ddweud wrtha i sut ydych chi'n teimlo?	Would you like to tell me how you're feeling?
Beth yw'r broblem, yn eich barn chi?	What's the problem, in your opinion?
Ydych chi'n teimlo...	Are you feeling...
...yn flinedig?	...tired?
...yn fregus?	...fragile?
...yn grac? / ...yn flin?	...angry?
...yn ddryslyd?	...confused?
...yn rhwystredig?	...frustrated?
...yn anobeithiol?	...desperate?
...yn ddinistriol?	...destructive?
...yn isel?	...low?
...fel lladd eich hunan?	...suicidal?
...fel gwneud niwed i rywun?	...like harming someone?
...mewn perygl?	...in danger?
...dan straen?	...stressed?
Ydych chi'n gallu...	Are you able to...
...canolbwyntio?	...concentrate?
...cysgu?	...sleep?
...bwyta?	...eat?
...gofalau am eich hunan?	...look after yourself?
...siarad am y peth?	...talk about it?
...deilio gyda bywyd pob dydd?	...deal with everyday life?
...ymdopi?	...manage?
Ydych chi'n cymryd moddion?	Are you taking medication?
Ydych chi'n gweld neu'n clywed pethau?	Are you seeing or hearing things?
Ydych chi'n clywed lleisiau?	Are you hearing voices?
Ydych chi'n cael trafferth cysgu?	Do you have trouble sleeping?
Ydych chi angen help?	Do you need help?
Ydych chi'n yfed alcohol?	Do you drink alcohol?
Ydych chi'n defnyddio cyffuriau?	Do you use drugs?

Table 59: Example set of Welsh-English vocabulary, phrases, and patterns that would be useful in health and social care mental health consultations (Hughes et al. 2015, pp. 40-41)

Cadw plentyn yn brysur	Occupying a child
Hoffet ti...	Would you like...
...chwarae?	...to play?
...chwarae gêm?	...to play a game?
...chwarae gyda Tedi?	...to play with Teddy?
...chwarae gyda Doli?	...to play with Dolly?
...chwarae gyda ni?	...to play with us?
...ddarllen cylchgrawn?	...to read a magazine?
...fynd ar y cyfrifiadur?	...to go on the computer?
Wyt ti eisiau/Wyt ti moyn...	Do you want...
...cysgu?	...to sleep?
...rhywbeth i fwyta?	...something to eat?
...rhywbeth i yfed?	...something to drink?
...lliwio?	...to do some colouring?
...gwneud llun?	...to draw a picture?
...gwrando ar gerddoriaeth?	...listen to some music?
...gwyllo'r teledu?	...to watch the television?
...gwyllo ffilm?	...to watch a film?
...mynd am dro?	...to go for a walk?

Table 60: Example set of Welsh-English vocabulary, phrases, and patterns that would be useful whilst occupying a child (Hughes et al. 2015, pp. 30-31)

In addition to teaching participants vocabulary, phrases, and patterns focused towards the health and social sectors; the courses would require participants to conduct simulations, depending on their occupation, through the medium of Welsh. Such simulations may include: intake, consultation, chatting about patient/service user's family, etc. This Sabbatical Scheme Model's simulation would be in place of the Welsh National Sabbatical Scheme's *meicro ddysgu* | micro teaching, which is analysed in Chapter 4. This would give participants opportunities to practice their Welsh for work situations.

With this Sabbatical Scheme Model in mind, interviews were conducted with health and social care professionals to establish whether it would be an applicable model in the sectors to build and strengthen bilingual capacity.

5.3 Health and Social Care Interviews

The objectives of the interviews with the selected health and social care professionals were threefold:

1. How is Welsh viewed within the health and social sectors and is there a difference between stated policy and practice?
2. What Welsh language training opportunities are available in the health and social care sectors?
3. Would the Sabbatical Scheme model be applicable in the health and social care sectors?

Initially, two interviews were conducted with public bodies, with the aim of collecting background information on the position of the Welsh language policies and practices of staff in the health and social sectors and responses as to the first two questions. Subsequently, interviews were conducted with two senior officials within the health and social sectors in the Cardiff region regarding all three questions. In the following sections, each interview is analysed individually, and section 5.4 discusses the combined interview conclusions.

5.3.1 Background Interviews

5.3.1.1 Public Bodies

5.3.1.1.1 Care Council for Wales

An interview was conducted with, at the time of this interview¹¹, a senior manager on the workforce development team of the former Care Council for Wales (henceforth Care Council).

When describing the Care Council, the senior manager on the workforce development team stated that the:

Care Council itself is a body that is sponsored by the Welsh Government and has been in existence since 2001 [...] Its job is dual, in that it looks at registration and regulation of the social care workforce. That looks at qualifications that are needed for working in social care: those that are required and those that are recommended. So, there are parts of the social care workforce that

¹¹ The senior manager on the workforce development team interviewed, retired from the Care Council in March 2016.

you can go into with no qualification, but there are percentages, levels that must be qualified across the whole of the workforce. So, we specify what those qualifications are at each level. We specify those qualifications, and we work with awarding bodies to assure they are fit for purpose and to ensure that they fit our design principles, which are: that they must be based on national occupational Standards, and they must also be assessed in the workplace, that is, competency-based.

With regard to the Welsh language and the Care Council, the senior manager on the workforce development team illustrated both the body's responsibilities and who is accountable for fulfilling them.

It is within the description and in each remit letter [the annual letter sent by the Welsh Government to its sponsored bodies tasking them with specific tasks] of the Care Council for Wales, there is a requirement for it to promote and extend the use, if you like, of the Welsh language within social care. So, that's always been part of its role [...] Well, mostly the chances we get are about being, you know, asked to go speak in places, talk to sector organisations, launching things that we have produced, talking at places like that conference [...] It is everybody's work, but I'm the one that people would come to and say, 'What am I supposed to do about this? Or, you do this'. So, there are kind of two elements to our work. One is our work that we've just been discussing, which is us talking to the sector and saying to the sector, 'Do you know how important it is to be supplying these services in Welsh?' and 'You can do it' and 'This is a fantastic example'. Talking to people who are doing it well, putting people who are interested in contact with each other. So, that's one arm. And the other arm of it is the whole regulatory thing, where we have—where we're answerable to the Comisiynydd y Gymraeg and what used to be the Welsh Language Board, and answering to them. Say, with the Welsh language actually being, featuring on their work plan, that's probably about six or seven [people responsible].

Within the “first arm” of this work is the Care Council's Asset Model.

We've talked about developing an Asset-Based Model, in terms of language skill: what people—it doesn't matter about staff, you don't have to use words like staff or workers—what people have skills in Welsh language [...] So, that's a kind of asset, at its lowest level, but it's a message that the asset is there, isn't it? That skill, that understanding is in there [...] So, our Asset Model is about that at its very basic level, but at it's more complex level, this idea of people who've gone to school have learned some Welsh. Maybe all they are able to do say is 'bore da', 'dych chi eisiau paned?', 'ti eisiau cysgu?' Doesn't matter. Those words and phrases that are probably inside their heads are there and could be used [...]

The way that we're trying to address it, is to start with the

manager. The manager starting to say, 'This is an asset. It's a skill that is equal and as important as any other skill that a person has', so that it begins to count for something, in terms of getting your work done in social care. It begins to count for something.

It begins to be a very, very useful skill, because I think people find things about people who have come into care. You know, people are silent, haven't spoken for months, and somebody comes and speaks Welsh with them, and all of a sudden, they're chatting away. It's because they have lost that skill to speak English.

So, we're talking to people about looking at skills, actually finding out what your staff can do. When you've found that out, encouraging them to use those skills: buddying schemes, whatever. If you haven't got anybody, then think about how can we either help people we've already got to learn or think about should we be recruiting people, saying you must have Welsh language skills to undertake this job? Separating out, well, when do I need Welsh speakers on shift? When should they be on shift? Where is it important to have them? What parts of my workplace are important to have Welsh speakers, and where doesn't it really matter, yes or no? That's the Asset Model at its simplest. It begins to say, we've all got Welsh language skills: what are they, what are yours, and how can you use them?

Hence, the Asset Model promotes the Welsh language as a skill, where a Welsh learner does not have to be completely fluent to identify as a Welsh speaker. The amount of fluency one has equals the amount of skill one has, and even limited fluency means one does have some Welsh language skills; and ergo, is part of the Welsh language capacity of the workforce. The purpose of the Care Council's Asset Model is to bring this capacity within the social sector workforce out into the open, by identifying and acknowledging its existence and encouraging those to use the Welsh skills they have, whatever level that may be.

The senior manager on the workforce development team identified that this encouragement is necessary in the face of a culture of “embarrassment” by Welsh learners when using Welsh.

And the other side of that, I think, very, very importantly, is about [...] trying to move the message away from, 'Oh, but I'm really embarrassed to speak Welsh. My Welsh isn't very good!' [pause] OK, that's fair enough, if that's how you feel. But, I'm sorry: if you're a social care worker, it's not about you, is it? And same is

true in health [...] It's not about you as the social care worker, feeling a bit embarrassed because your Welsh is a bit rusty or not very good. In fact, it should be about the needs of that person that you're providing care for. And, if the need is for that service to be provided at least partly in Welsh, then you using the skills you have to do that would be something that is excellent and puts the service user first. [...] And so, it's about putting to one side how difficult you might find that. Because it's not about you, and it's not about your history, or that somebody said something nasty about your Welsh when you were seven. It's none of that. It's about the needs of that person that you're providing care for.

The goal of the Care Council's Asset Model is to disassociate Welsh language skills from personal feelings, such as the embarrassment the senior manager on the workforce development team notes. In focusing on the Welsh language as a skill, the Asset Model redirects attention from the service provider's feelings to the service user's needs. The importance of recognising language need in the health and social sectors is stated in the research findings by Roberts (1994, p. 63) and Misell (2000, p. 18) on patients' reactions to Welsh-speaking staff: "mwy cartrefol" | more homely, the patients feeling more at home when they were addressed in Welsh. Even health practitioners who were not yet fluent in Welsh but practised English-Welsh bilingual phrase-switching were appreciated by their bilingual patients for making an effort and showing respect for their patients' bilingual needs (Roberts 1994, p. 75). Hence, despite the "embarrassment" health and social workers may feel in using their Welsh, whatever level it may be; their efforts are appreciated and "overwhelmingly support[ed]" (Roberts 1994, p. 75) by service users.

The priority is the language need of service users, whether they are small or great in number.

And you know the argument is made in lots of different places, you know, why should we—'Why are we providing all this in Welsh, nobody every uses it?' But you wouldn't say that, would you, about 'Why have we put a wheelchair access there? Nobody ever uses it?'

I know that's not a politically correct thing to say, but you wouldn't say that about a disability, but you would say it about Welsh language.

This perception that “*nobody ever uses it*” can be a result of Welsh language services not being actively offered.

If you think about how service is delivered, if the home carers turn up at your doorstep and speaks English to you, you're unlikely to say, 'Oh please go away, I want somebody who can do it in Welsh,' you know?

When asked about the ‘Active Offer’, as defined in section 2.2.2.4, the senior manager on the workforce development team acknowledged both the theory and the ambiguity of the concept in practice.

I think the ‘Active Offer’ is a fantastic concept, isn't it, really? The idea being that the person who needs services doesn't have to say, 'Well, I don't want them in English. I would like you to provide these services in Welsh'. But that is kind of worked out beforehand and not through saying, 'Do you want that in English or in Welsh?' And I think that, as I said earlier, I think that that has been taken to mean that the ‘Active Offer’ is almost at the point of ‘offer’ not necessarily at the point of ‘delivery’. [...] I think it's the way that Mwy na Geiriau [More than just words (Welsh Government 2012b)] is worded, because I think it says people wanting a service shouldn't have to ask for it, shouldn't have to say, 'I want that service in Welsh'. You know, that should be taken as read. [...] So, therefore, it must be at the point where that is being arranged for that to happen. So that means that that person is able to speak to you in Welsh and is maybe then able to say, 'This person needs a service in Welsh'. But to me, it's unclear about how that could be done, and I don't think we've done enough in taking the strategy forward. I don't mean us as an organisation; I mean, in general, to explain to people what the ‘Active Offer’ actually means.

Consequently, while the senior manager on the workforce development team appreciates the ‘Active Offer’ as a concept, s/he has found in practice some confusion as to what that entails in practice, validating the policy examination in section 2.2.2.4 which found there to be ambiguity concerning the definition of ‘Active Offer’ and how to put it into practice. In the senior manager on the workforce development team's experience, the promise of an offer does not necessarily equate to a delivery of Welsh

language services. At the Care Council, s/he has taken the ‘Active Offer’ and its delivery to mean speaking Welsh first to a service user. S/he made changes internally at the Care Council to reflect this.

I’ve done some work internally here around the ‘Active Offer’ [...] it’s been quite interesting. On the whole, it’s very welcomed by our staff, even though there’s no requirement by us as an organisation to be taking forward what Mwy na Geiriau [More than just words (Welsh Government 2012b)] asks for. But actually saying to people, ‘Well, when you answer the phone, what do we say?’ We say, ‘Bore da, Good morning. Cyngor Gofal Cymru, Care Council for Wales,’ and then the person speaks Welsh to you. The ‘Active Offer’, my interpretation of it is, well, you don’t say to people, ‘Sorry, I don’t speak Welsh. Can you say that in English?’ You don’t do that. You will put in place a measure where, if they speak Welsh, you’re able to transfer to somebody straightaway or whoever answers the phone is able to speak both languages. Some people find that very, very threatening.

When asked to elaborate on why s/he believed some people felt threatened, the senior manager on the workforce development team replied:

I don’t know. Because it’s like saying—Well, they find it threatening, saying, ‘Why should I have to learn that language? Are you saying I’m not good enough, because I can’t speak that language?’ That’s why I come back to skills.

By showcasing knowledge of the Welsh language as a skill and not as an attribute, the Asset Model counters the “*embarrassment*” culture and the feeling some have that not being fluent in the Welsh language is viewed as a personal failing. Instead, Welsh language skills are depersonalised and are just viewed as they are: skills. One does not have to have the full range of skills—in this case, fluency—to be considered as someone with skills; nor is it a personal failure. For example, just because one does not have the computer skills to code a website does not mean that one must be labelled a failure and as having no computer skills; one just has a different level of skills. This is as it should be seen when it comes to language. One may not be fluent but has *mynediad* | entry level skills and is able answer the phone

in Welsh; different levels of skill can be suitable for different tasks.

The creation of the Asset Model was born in part from *More than just words* (Welsh Government 2012b).

But we were thinking about—if you read that policy, you will see that some of—the way it's worded kind of places the requirements almost upon local authorities. You know, 'you should be able to greet people in Welsh', it says. Well, actually, I think that they're thinking about the social services desk in a local authority office—'You should have somebody there who can speak Welsh'. And that's fair enough, of course. But actually, what about the person actually providing the service itself? [...] So, we thought, 'OK, what about, then, putting something, some kind of language strategy together where we say, these are the steps that we want to undertake'. [...] This happened to fit very well into the More than just words, of saying use the skills of the staff, the skills of the workforce, were part of what we had to do, in terms of what was required of us from More than just words.

In addition to creating and making presentations to the social sector on the Asset Model, the Care Council has created a booklet, *Welsh Language Skills in Your Workforce: Using them Effectively* (Care Council for Wales 2014), henceforth *Welsh Language Skills in Your Workforce* (Care Council for Wales 2014).

So, we published a booklet [...] And it's not complicated [...] But it does contain quite a lot of very practical things. You know—Do you have service users that are Welsh speaking? You should know that. And if you don't, why don't you know it? Do you have staff that are Welsh speaking? And then, a chart in the back where you can kind of, very roughly, of course, measure what staff are able to do. Then, how do you go about making sure that they use those? And then some links to different places to go.

The *Welsh Language Skills in Your Workforce* (Care Council for Wales 2014) promotes what the senior manager on the workforce development team described. The booklet states it:

will enable [employers or managers] to identify what Welsh language skills [they] already have within [their] workforce. Sometimes these are hidden through lack of confidence or because no value has been placed on them. This pack aims to help [them] make effective use of the skills as [they] would any other workplace skill, for the benefit and well-being of people who uses [their]

services [... [and be] useful in helping [them] to determine the Welsh language skills of [their] current workforce and assist in [their] workforce planning (Care Council for Wales 2014, p. 2).

Without using the actual words ‘Asset Model’, *Welsh Language Skills in Your Workforce* (Care Council for Wales 2014) promotes the model by acknowledging the use of Welsh as a professional skill, identifying that “it appears that there is a reserve of unrecognised and unused language skills in Wales, skills which, even if not used within the individual’s private life, can be accessed and utilised for work within social care” (Care Council for Wales 2014, p. 6). It also demonstrates how to take action through promoting the ‘Active Offer’, assessing and recording staff’s language skills, and creating a language skills plan which looks “at the service from the perspective of Welsh speakers” (Care Council for Wales 2014, p. 8). Additionally, *Welsh Language Skills in Your Workforce* (Care Council for Wales 2014) provides guidance through both a “Language Skills Framework [which] is a way of easily assessing language skills based on the types of communication tasks (reading, writing, speaking, and understanding) which [the] workforce are able to undertake in Welsh” and a “Language Skills Flowcharts [that will] [...] help [one] decide whether [oral and/or writing] fluency in Welsh as well as English is essential for a post, and which levels of fluency will be required” (Care Council for Wales 2014, p. 10). Table 61 illustrates the general description of Welsh language skill levels from the framework, although the full framework gives more detail with examples concerning the corresponding reading, writing, speaking, and understanding skills. Indeed, the Welsh Government, in its Skills Gateway (Welsh Government 2015e), (mentioned in section 2.2.2.2), references *Welsh Language Skills in Your Workforce* (Care Council for

Wales 2014) as guidance for “employers and workers within the health and social care services [concerning] information regarding Welsh language skills in [the] workforce and advice on how [one] can assess and record

“Language Skills Framework”: General Description of Welsh Language Skill Levels				
Level 1	Level 2	Level 3	Level 4	Level 5
Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. where someone lives; what they like doing. Can pass on a simple message or make a straightforward request, e.g. via e-mail.	Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; a simple plan for the future. Can write and understand messages in letters or e-mails describing familiar issues and written in short sentences.	Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event.	Can usually follow most conversations or discussions, even on unfamiliar topics, unless the speaker has a strong or unfamiliar accent. Can talk confidently with fluent speakers about familiar subjects relating to work, and can express an opinion, take part in discussion, and talk extensively about general topics, e.g. in meetings or one-to-one situations with individuals or carers. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of a dictionary and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately.	Can easily understand everything that is being said, including carrying out assessments or undertaking detailed and intensive work with individuals and their families. Can talk extensively about complex issues, presenting difficult information or information of an emotional nature; can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a cohesive way. Can express themselves spontaneously, fluently and in detail, adapting the language register to suit the audience.

Table 61: General Description of Welsh Language Skill Levels from the “Language Skills Framework” (Care Council for Wales 2014)

[one's] staff's Welsh language skills" in place of their own Self-Assessment Tool, which is still being re-developed.

By using the Asset Model, the senior manager on the workforce development team believed that the social sector would be able to deliver the Active Offer.

So, the Asset Model: how do you address the 'Active Offer' and make it real? You say everybody—this is going to sound really extreme now—everybody should use all of their skills to the upmost of their ability. Everybody should be saying, 'Yes, this is what I can do. This is what I can do. I can do that, and I can do that, that, and that. After that, I get a bit wonky'. Fair enough. So, then, where you can take your 'Active Offer' is very clear in your head, isn't it? I can say, 'Bore da', 'Ga i helpu chi?', 'iawn' [...] They don't have to say—They just say, 'I'll get you somebody who can help you now'. And you've done your 'Active Offer', haven't you? You haven't told the person, 'You're being a nuisance, because you're asking for this in Welsh'. That hasn't happened. I've seen the 'Active Offer' done [...] I was amazed by how well it did work.

An organisation, by using the Asset Model, can identify the existing yet previously hidden bilingual capacity within its workforce and plan the use of its capacity appropriately, in order to actively offer and deliver services to service users. It encourages staff to view the Welsh language as a skill, put aside personal feelings of embarrassment and/or failure when it comes to their Welsh skills, and use the skills they have to help the service user. The advantage of this model is that less time and money would need to be invested in order to strengthen bilingual capacity: the cost would go towards noting staff's language skills and subsequent workforce planning, as opposed to recruitment and/or training. One just needs to identify and access the existing hidden bilingual capacity in the workforce. However, the weakness of this model is that it relies on the assumption of there being a significant amount of hidden bilingual capacity in the first place. Once the staff's Welsh language skills are accounted for, it might be concluded that

the current bilingual capacity still falls short in meeting the needs of service users. Consequently, while the Asset Model is a good tool to begin with, through identifying and utilising existing capacity; it would likely need to be used in conjunction with other models, as opposed to standing alone, in order to be successful in assuring enough bilingual capacity to meet the needs of service users.

5.3.1.1.2 Cardiff Council: “Bilingual Cardiff”

A policy officer for “Bilingual Cardiff”, the Welsh language team of Cardiff Council, was interviewed in November 2015, in order to ascertain the organisation’s views toward the Welsh Language Standards and language training policies for its employees. The Cardiff public social sector workforce is under the purview of the Council; consequently, it is of paramount importance to gain the organisation’s views of those items.

When describing Bilingual Cardiff, the policy officer stated that:

the team is made up of seven translators who are responsible for translating text documents from Welsh to English, English to Welsh. And there I work as a policy officer [...] And, the same role for my operational manager, Ffion, who is responsible for managing the team and also responsible for implementing the Welsh language scheme and Standards and also to promote the Welsh language, to facilitate and offer guidance to individual service areas, staff, and the public as well [...] With the Welsh Language Standards coming in from a “Bilingual Cardiff” team perspective, there will be a lot more translation work. So, there will be more pressure on the team. Generally, we don’t believe these to be, unreasonable. We actively promote and encourage members of the public to engage with us in Welsh or English. So, I think we see it as a challenge, but something that we will be looking forward to trying to achieve [...] it is part of my job to ensure that the message [of the Standards] gets across. Whereas, a lot of these Standards, they will be delegated to individual service areas [...] my role is to make sure that the team responsible is aware of them, provide guidance—but communicating them generally [...]

We’ve got a few methods [of communicating]. We’ve got a network of what we call Welsh language coordinators who are staff in each service area who attend a monthly meeting, and they are responsible for ensuring that any messages, any correspondence regarding Welsh Language Standards or Welsh language activities in general are communicated across their service area. And, to

coordinate any complaints that we get, be helpful in identifying any challenges that are specific to that service area. So, that's one thing that we do. We've got an intranet that we ensure that frequent articles are put up [...]

We've been discussing with the coordinators about how best to try and communicate [...] But, I guess it would be down to the departments, the service areas, to identify any Standards that they find challenging, identify that risk, put actions in their own business plans to address that or put measures in place to address that.

When asked how Cardiff Council would be responding to the Welsh

Language Standards, the policy officer answered:

Cardiff Council won't be challenging or appealing any of the Standards which we've been given.

When probed to elaborate, the policy officer continued:

I think [small pause] I think I might be correct in saying that we might be the only [Council] in the southeast who isn't challenging. So there's an opportunity for organisations to challenge these Standards if they feel that they're unreasonable or disproportionate. And I believe it's down to a newly established Welsh [Language] Tribunal to decide whether based on the evidence that they provide if it's disproportionate or unreasonable.

A BBC Wales report (Morgan 2016) illustrates that the Vale of Glamorgan also decided not to challenge any of the Standards; however Neath Port Talbot, Merthyr Tydfil, and Torfaen were the top three Councils in Wales in the number of challenges they made against the Welsh Language Standards, at 54, 40, and 32 respectively. They believed those challenged Standards to be “unreasonable” and/or “disproportionate”. Consequently, the question posed to the policy officer was thus: by Cardiff Council not challenging, did that mean that it did not find any Standards “unreasonable” and/or “disproportionate”?

No, no. I don't think so. We're quite lucky as an authority, we've done—even though this is way before my time, I think—over the past ten years, Cardiff Council has [made] great strides in improving our Welsh language services, and I think in most areas, we are able to offer a fully bilingual service. Obviously, there are certain challenges.

When asked about what those challenges are, the policy officer made it clear that the following was just his/her point of view:

The challenges, I feel personally, rather than speaking on behalf of the Council, is the number of Standards, the practicality of—Individually, these Standards are perfectly achievable. But, if you're talking about 157 within six months and, because of the size of the organisation, at least 7,000 staff, numerous departments—is that practical element where, to ensure that—to communicate the requirements across all services. Because, obviously this legislation delivering bilingual services is not something that I or even my manager can be responsible for. It's been mainstreamed across all service areas. It's not been delegated, but everyone's responsible for delivering, for complying with this legislation, the same as health and safety for example. You wouldn't expect a team of officers to do everything on behalf of everybody. So, that's one element.

In Cardiff Council, there is also the challenge where we have, at present, we are trying to increase the numbers of Welsh-bilingual staff that we've got. But we recognise that the percentage of staff who note themselves to be Welsh speakers is less than [the percentage of the population] in Cardiff. We reported, I think, in our annual monitoring report that around 5% of the staff note that they have Welsh language skills. We're at around 16% in Cardiff. Around 20% in Wales in general. So there are challenges [...] And, I think the ones which, for example, the ensuring we can provide an equal reception service in all our buildings, standard 64; we recognise—well, I recognise—is going to be challenging because of the number of locations we've got. If you think of all the libraries, all the community hubs, all the leisure centres, county hall, city hall—there's—that will be challenging.

Hence, while Cardiff Council will not be challenging any of the Standards, the policy officer finds that there will be challenges in meeting them, namely concerning the Council's bilingual capacity. In terms of numbers, according to the 2011 Census, 36,964, or 11.1%, of the population of Cardiff identify as Welsh speakers (Welsh Assembly Government 2012b) and 53,680, or 16.1%, of the population (Welsh Assembly Government 2012a) were identified as having Welsh skills. The monitoring report (Cardiff Council 2015, p. 8) that the policy officer referenced states that of the 4,546 staff that have “validated their entries” within the Council's personal data system, only 221 stated they had Welsh language skills,

representing 4.86% of those registered in the system. Of those 221 people (Cardiff Council 2015, p. 61), the following were in departments concerning education, health, and social care:

- Children Services: 17
- Communities Housing & Customer Services: 32
- Education & Lifelong Learning: 44
- Health and Social Care: 24

Yet, this is only 4.86% of those who have “validated their entries” (Cardiff Council 2015, p. 61). The total number of Cardiff Council employees is 13,145, as of December 2015 (Cardiff Council 2016b)—not 4,546 that validated their entries nor the approximately 7,000 staff the policy officer identified (p. 1). Consequently, the percentage of Council staff that have confirmed their Welsh language skills is only 1.68%, not the nearly 5% that the policy officer stated in his/her interview. That is not to say that there are not more staff that are bilingual, but rather that as a result of the monitoring system being incomplete, the percentage of Council staff with Welsh language skills is unknown. Indeed, it is currently impossible to verify the policy officer’s statement that the percentage of those with Welsh skills within Cardiff Council does not reflect the percentage of those with Welsh skills of the population of Cardiff. However, one can say that the 1.68% of all staff confirmed to have Welsh skills is far lower than the 5% the policy officer described.

Given the low known capacity of Cardiff Council staff identified as having Welsh language skills, how does the Council intend to increase their numbers of staff with Welsh language skills? The policy officer stated that recruitment and workforce training are the Council’s avenues of building

bilingual capacity.

In terms of recruitment, the policy officer commented:

Recruitment is also something that I should mention is challenging, to recruit Welsh speakers. There's a lot of reasons, I feel [...] We've got a Welsh language skills strategy. Posts are designated Welsh essential, based on assessments that recruiting managers who recruit complete before a job is advertised [...] We're increasingly advertising Welsh essential posts but, I'm not sure—it might be the case that people don't associate local authorities maybe in the southeast, Cardiff, as somewhere where Welsh essential posts would be advertised, so they might not look at your website. Cardiff specifically, we've got competition from, you know, we've got the Welsh Government, the Welsh Assembly—maybe half their staff can speak Welsh. BBC, Cardiff University, even—there's a lot of jobs for Welsh speakers in Cardiff. And also, there's a financial challenge of recruitment websites which specialises in recruiting for jobs that are Welsh language requirement, there's a financial cost [...] most departments wouldn't choose to approach those kinds of websites and just rely on our own website [...]

I think perhaps people see Welsh essential in the title and might be put off by thinking that their skills aren't good enough or that they haven't used Welsh for a number of years, since maybe leaving school. That's something I think is maybe true in the southeast [...] being in a Welsh essential post does not necessarily mean that you'll be expected to write Welsh letters on behalf of the authority or do translation. It would depend on the level. Our posts are usually designated level 1-5. So, 5 would be completely fluent—maybe translator, press officer, somebody dealing day to day with the Welsh language. Levels 1 or 2 would be perhaps reception staff; so the ability to meet and greet, understand quite simple conversation would suffice for that role.

When asked whether it was the situation of people not applying or that a smaller number than usual were applying, the policy officer answered:

Um, I'm not too sure. It's more anecdotal—rather than numbers. It's just something that's identified in coordinators meetings that some areas are finding it difficult. But, some areas are finding it difficult recruiting full stop, in some posts. Social workers, for example, is—I think it's, yeah, fair to say, they are finding it challenging to appoint staff in general that have got the—that are able to meet the requirements.

Given the information provided by the policy officer, it is unclear whether recruitment of Welsh speakers who are qualified for the advertised posts is difficult at Cardiff Council because of the lack of qualified Welsh speaking

applicants or the lack of qualified applicants in general. However, it is encouraging that despite the challenge, Cardiff Council is still advertising posts as Welsh-essential or Welsh-desirable. This will be discussed further in section 5.4.1.

In terms of increasing bilingual capacity, the policy officer was asked about Welsh language workforce training, in order to gain information on how Cardiff Council builds capacity with current staff:

The challenge of trying to increase our capacity to be able to deliver bilingual services is definitely not exclusively through recruiting new staff.

We offer through the Cardiff University Welsh for Adults [Centre]—we fund language training for staff. So, individual areas and staff themselves don't have to pay for the courses. We've got a corporate training budget for that. And that's something that this year we've had more people than ever going on training courses, which is great and also Welsh taster courses. So, yeah that's certainly a way that staff can improve their skills or refresh any skills for people who might have gone through Welsh medium education but haven't spoken Welsh. So yeah there's—we have got a package of Welsh language training. And there's a lot of options for staff. I think Welsh for adults offer, you know, possibly up to 100 courses in different locations staff can attend during working hours, if there's an agreement with their manager or after work, depending on what's convenient for them and for their team [...]

We had a [Welsh] Taster Course in July—which won't be in that report [(Cardiff Council 2015)]—but in the past we had maybe 20 people attend, which is great—it was more like 50 this time. That's a combination, I think, of possibly people being more aware of the Standards and I think Welsh for Adults, Cardiff University, have increased their promotion. They come into Council buildings and speak to staff, maybe in the canteen at lunchtime. Yeah, I think it's a combination of those things. Yeah, definitely I think—I would say that yeah, we're seeing increasing numbers of staff attending Welsh courses, which is great.

The Welsh Language Scheme: Annual Monitoring Report to the Welsh Language Commissioner 2014-15 (Cardiff Council 2015, p. 60) lists the total number of staff from all departments who attended Welsh Language Training as 87. Broken down by course level and by health and social sector related departments (Children's Services; Communities, Housing, and

Customer Services; Health and Social Care), the numbers attending Welsh language training courses are thus (Cardiff Council 2015, pp. 59-60):

- *Mynediad* | Entry
 - Total from all departments: 33
 - Numbers from health and social sector related departments
 - Children's Services: 1
 - Communities, Housing, and Customer Services: 6
 - Health and Social Care: 2
- *Sylfaen* | Foundation
 - Total from all departments: 16
 - Numbers from health and social sector related departments
 - Children's Services: 1
 - Communities, Housing, and Customer Services: 3
- *Canolradd* | Intermediate
 - Total from all departments: 6
 - Numbers from health and social sector related departments
 - Children's Services: 2
 - Communities, Housing, and Customer Services: 4
- *Uwch* | Advanced
 - Total from all departments: 1
 - None from health and social sector related departments
- *Hyfedredd* | Proficiency
 - Total from all departments: 2
 - Numbers from health and social sector related departments
 - Children's Services: 1
- Welsh Taster Course
 - Total from all departments: 27
 - No breakdown by department provided

The 2016 annual report (Cardiff Council 2016c, p. 7) illustrates the significant increase in uptake of the in-house 2-day Welsh Taster Course in June and July 2015 that the policy officer indicated, with 41 attending. Additionally, a further 82 staff attended Welsh language training courses, making the total number of those who attended Welsh language training as 123 (Cardiff Council 2016a, p. 41). Broken down by course level and by health and social sector related departments, the numbers attending Welsh language training courses are thus (Cardiff Council 2016a, p. 41):

- *Mynediad* | Entry
 - Total from all departments: 38
 - Numbers from health and social sector related departments
 - Children's Services: 1
 - Communities, Housing, and Customer Services: 11

- Health and Social Care: 6
- *Sylfaen* | Foundation
 - Total from all departments: 18
 - Numbers from health and social sector related departments
 - Children's Services: 1
 - Communities, Housing, and Customer Services: 5
 - Health and Social Care: 3
- *Canolradd* | Intermediate
 - Total from all departments : 7
 - Numbers from health and social sector related departments
 - Communities, Housing, and Customer Services: 2
- *Uwch* | Advanced
 - Total from all departments: 7
 - None from health and social sector related departments
- *Hyfedredd* | Proficiency
 - Total from all departments: 4
 - Numbers from health and social sector related departments
 - Children's Services: 1
 - Health and Social Care: 1
- Welsh Taster Course
 - In-House total from all departments: 41
 - No breakdown by department provided
 - Outside total from all departments: 8
 - Numbers from health and social sector related departments
 - Children's Services: 1
 - Communities, Housing, and Customer Services: 2
 - Health and Social Care: 1

The policy officer was then asked whether staff were limited to attending only the weekly courses or if they could also attend block courses, as the results of the Sabbatical Scheme Case Studies in section 4.5.3.1 illustrates the value of intensity/immersion that a block course provides. S/he answered:

Yeah, I'm not aware of any limit. The training courses are managed through our HR training team, along with all the other courses that we provide for staff. I might think, just thinking out loud, that possibly the block courses would be difficult in getting two or three weeks off work with manager approval. I think the weekly or twice a week probably suit more. I don't think we've stated anywhere that there are certain courses staff can't attend.

The Cardiff Council (2016c) official policy states that:

Staff are supported to use their Welsh language skills when communicating with the public. Currently staff can choose from over 100 approved courses in Cardiff University or in the community, varying from total beginners to fluent speakers at a time

and location that best suits them. There is a corporate budget for Welsh language training, therefore the courses are free for Cardiff Council staff (priority to frontline staff) and staff will get their hours credited for time attending courses (p. 17).

Although official policy states that staff are allowed to choose from over 100 approved Cardiff University Welsh for Adults courses—and there is a budget for doing so—in practice, staff will still need manager approval to take time from work to attend. As the policy officer intimated, managerial discretion may make it difficult for staff to have the opportunity to attend certain courses. While there was an increase in training from 2014 to 2015, it is still a small percentage of staff that took advantage of the courses on offer. The small percentage of staff attending Welsh language training may be a result of tension between managers and the corporate policy, where despite the policy in place, managers discourage staff from attending due to workload.

As taking time away from work to attend Welsh language training may be discouraged, the policy officer was asked about Welsh for Adults' Welsh in the Workplace arrangement.

I have been contacted once or twice in the last year about—with managers who say, you know, we've got five on our team who want to attend Welsh courses. Would it make sense, how much would it cost? So, it's certainly something we've done in the past. But maybe speaking to HR, they were a bit hesitant, because there might be five attending week one—by week three, it might be down to one, 'oh sorry I've got to go to a meeting'. So, I think that's their perspective. If staff don't attend—the same with other courses—then without sufficient reason, they would be charged. But that's, yeah that's something I think that has happened in the past and, it depends on the requirements of the team. Yeah. It's not something we're adverse to, is how I think.

Again, there is hesitancy to send employees to certain Welsh for Adults courses, in this case Welsh in the Workplace, for fear of workload and/or other commitments taking precedence. However, this time it is not

managers causing tension but rather HR, fearing that resources will be wasted by staff prioritising other work above their Welsh lessons.

Although there may not be any limits to the types of courses Council staff can attend—indeed, over 100 options—the time away from the workplace to attend the course may prevent some from being able to attend block courses and/or attending Welsh in the Workplace lessons. The weekly or twice a week Welsh for Adults courses are regarded as being “*more suited*” for Council staff to attend, in which staff attend in their own time outside of work. While this is convenient for the Council, to have staff both doing a full workload and attending lessons; this is not convenient for staff as they ostensibly have to add to their workday an extra two hours one to two days a week in attending lessons. This impacts staff’s work-life balance. Only having the option to attend weekly courses may discourage staff from taking the initiative to improve their Welsh and thus contribute to the low percentage of staff attending Welsh for Adults courses.

5.3.2 Cardiff Region Health and Social Care

5.3.2.1 Cardiff and Vale University Health Board

The Welsh Language Officer for the Cardiff and Vale University Health Board, was interviewed in November 2015 in order to discuss how Welsh is viewed within the health sector, what Welsh language training opportunities are available, and whether the Sabbatical Scheme model would be applicable within the health sector.

In describing his/her role, the Welsh Language Officer stated:

The role is about leading on the Welsh language within the organisation. So, that basically means advising, providing guidance to all areas regarding how they can provide Welsh language services for patients and service users and the public across the organisation. So, that basically means, advising, providing guidance, monitoring to make sure we are complying with Welsh language laws, providing advice or leading challenging areas that

don't provide Welsh language services, providing/sharing good practice on how they can improve their Welsh language services, and generally looking at some of the policies and how they can include the Welsh language within their policies on a broad range of things.

Additionally, the Welsh Language Officer explained how his/her role fit within Cardiff and Vale University Health Board.

I am a Welsh Language Officer, but I work within equalities. And we noticed that equalities—even though they are legally separate, which is fair enough—but a lot of issues about Welsh language touch about equalities, which is to do with age, sex, you know, and a lot of issues, and religion. So, for example, this morning, I was doing a presentation on equality awareness as part of my training for all staff, so that was about equality, but part of that as well was about doing Welsh language awareness, so they can understand why they need to do it. On top of that, we also need to do corporate induction for new staff that come in. We, you know, we tell them why it's important to think about the Welsh language.

When asked to expand on his/her equality and Welsh language awareness session, the Welsh Language Officer described his/her method and the responses s/he has received.

We run it twice a year. We call it mandatory May and mandatory November [...] Basically, we can pile them in a room and we just kind of sit them down and we've just got a pile of speakers to do it in one day. All of them have to do it every two years, just to refresh themselves, to learn about anything new that is coming along, you know, fire safety, infection control [...] Well, I put the Welsh language and equality within one bit. I spend about 45 minutes [in total], so I spend about 25 minutes on equality and then quarter of an hour on the Welsh language—mainly because there's a lot of stuff about the Welsh language that is a part of the equalities. So, it's like, 'When you do this, think about this, this, this, and this'. And they say, 'All right, OK'. Bingo. They can understand it, really, once they kind of switch their equalities head on when it comes to the Welsh language. They realise, 'No, no. This is what I have to think about in terms of equality', and they are much better in understanding issues, really [...]

A lot of responses I get, especially from front-of-line staff, is very positive, because they understand. Once you tell them, you know, nursing staff, they—I can explain—they see the Welsh language scheme, and they think, 'Oh, God, another piece of policy, blah, blah, blah, blah'. But then you say, 'Hang on', and then I tell them the story about a child who was misdiagnosed with Autism because we did things through the medium of English and not through the medium of Welsh for that child. Of course, what

happened? He was diagnosed with Autism, even though he was perfectly fine. When you give examples like that, patient stories, they realise, 'Oh! Right! OK.' And that's when they start—you can see their heads—

So first, actually, Welsh language awareness is quite important, because they actually realise—when they see the context of what we try to get them to do, they understand it. So we do a lot of Welsh language corporate induction and managerial training.

Hence, the Cardiff and Vale University Health Board has included the Welsh language under the umbrella of equalities, which the Welsh Language Officer finds useful in helping staff be open to Welsh language awareness. Staff who may otherwise feel disinterested and/or resentful towards Welsh language policy are then able to empathise with the needs of Welsh language speakers through first viewing those needs through the lens of equalities.

When asked how the Health Board was responding to *More than just words* (Welsh Government 2012b), the Welsh Language Officer conceded:

It's been a real challenge for us to make sure that we can comply with it. There isn't any—The problem is that it's a strategy and there's no—to put it crudely, there's no punishment for not doing it [...] It lacks teeth, I think. And when you tell people, 'What happens if you don't do it?' 'We'll get a strongly worded letter from a Civil Servant in the Welsh Government'. And they say, 'Oh well, there we are then'. You know, it can be like that. In a way it's understandable, because dealing with the clinical boards, there's a lot of services who've got, you know, if they don't do something about it, they are going to have a head-vice treatment from a Minister or they're going to find themselves in serious amounts of trouble. And they have to do these things, and there's a lot to do, and they're incredibly busy. So, to do a kind of strategy like this, for them, is really—we really have to fight for our priority to do it. So, it has been challenging.

This information is concerning. Within any organisation, every section/subject has a level of priority. However, the Welsh Language Officer implied above that the Welsh language is a low priority within the Health Board not because the policy is lacking but rather because of the

lack of consequences from not fulfilling the *More than just words* (Welsh Government 2012b) policy objectives. This is one example of what *More than just words: Follow-on* (Welsh Government 2016c) addresses in terms of the ad hoc implementation of the original policy:

While there are examples of a systematic approach to mainstreaming Welsh language services into the planning and delivery of services, this is not the norm across Wales. There are also differing levels of understanding among the workforce regarding the importance of the Welsh language as an essential component of care. This leads to inconsistency in the workforce's approach to the language and inconsistent services (p. 23).

Understanding the importance of language need as set out in section 2.3.1, there is a danger in ignoring policies meant to address it: inconsistency in services leading to inconsistency of care.

In order to gain further understanding of its priority, s/he was then asked to expand to what extent s/he felt the Welsh language was prioritised within the Health Board.

It depends on how you see it, I guess. Some areas are great. There are some areas who have reacted really well. Individuals who understand what needs to be done. What I get from a lot of staff when I talk to them, they understand the issues pretty quickly, because they get plenty of stories where people have asked, and, 'Oh, yes, we have this, we have that'. So we dealt with it really well, and that's great. It's when it comes to senior managers that it can be difficult. They have got a ton of stuff. They have got oodles of workload, a huge workload, and, you know, and still they deal with stuff that involve extreme risk, that if it hasn't been dealt with, could lead to extreme problems. Unfortunately, Welsh isn't one of them, in their eyes, even though [...] some of them understand that it is important, and when you give an example of how, you know, we provide them plenty of examples why it has shown it has made a difference, and it can be seen as a clinical risk. They get that. Some other areas, who knows. It's a challenge trying to get them to engage at all, because you know, they say, 'Alun, we've got this bit, we've got these problems'. We went to one area, you know, one person said, 'Look, we've been getting complaints about this, this, and this. OK? About this', and this person just pulled out huge files, and like, 'Well, I've got complaints about this'. You know, and when you compare—when it's about comparing, it's very difficult to make them realise it's something they need to think about, when all they can think about is keeping the system going and nothing else, really.

While it is encouraging to know that those on the front-line may understand that Welsh language services can be integral to a patient's care, it continues to be concerning that those in senior managerial positions do not and often compare focus on the Welsh language with other priorities, with Welsh coming up short.

A lot of it is actually trying to get them engaged and explain a lot of the stuff we can do is quite easy, you know, when you're talking about Welsh language skills, is well, just find out who you've got as Welsh speakers and then we can do that.

The other issues, challenges is the lack of time, lack of resources. That's basically it. It's seen as a low priority, you know, when we have about 15, 16 ambulances piling up in A&E, as I saw last week on Channel 4 news, and explaining these places that could be in crisis—and you come in and be like, 'Oh, have you thought about Welsh language lessons for your staff?' It doesn't go down that well. There's all these attitudes: we haven't got the time to do at the moment. So, it's—that's one of the challenges.

It is certainly understandable that a lack of resources in terms of time and staff would affect the implementation of Welsh language policies; however, the Welsh Language Officer indicated that even attempting to get leadership engaged in aspects of the policy that were “quite easy” to implement was difficult. The question now is why? If “the Welsh language [needs to be considered] as an essential component of care” (Welsh Government 2016c, p. 23) and some parts of the policies would be “quite easy” to implement, why is there still resistance from senior management?

Also, another challenge is how they think that it's actually quite important to do, generally, anyway. They also lack awareness. Do we have to do this? You know, because they think, you know, it's all nice isn't it? But it doesn't really improve for most people, what we do, because they think they only improve for this amount of people, but we have to think about every person, and we have to balance it out. So, we have to make a choice whether we try to improve everybody or just a group of people. So, it's just also just fighting for resources, as well.

Hence, the Welsh Language Officer believes leadership resistance stems from a lack of Welsh language awareness: Welsh language services are perceived as only affecting a small demographic and thus unimportant in the grand scheme of things. Consequently, putting resources toward training more staff to become Welsh-speaking is seen as unimportant. Yet, as stated in section 2.3.1, meeting language need is a clinical necessity, no matter the numbers of people who use it. Or, to put it as the Care Council senior manager on the workforce development team in section 5.3.1.1.1 said: “*But you wouldn’t say that, would you, about ‘Why have we put a wheelchair access there? Nobody ever uses it?’*” Indeed, given the information provided by the Welsh Language Officer, it would appear that there is a lack of Welsh language awareness by managers within Cardiff and Vale University Health Board.

Within *More than just words* (Welsh Government 2012b), leadership is seen as fundamental to the promotion and implementation of Welsh language services within health and social care.

Strong leadership and ownership of Welsh language services is vital. Frequently, Welsh is regarded as entirely the responsibility of the Language Officer and is not mainstreamed into key systems [...] Ownership and leadership of Welsh language services as a means of ensuring respect and dignity for users varies considerably within both sectors. This leads to inconsistency in standard and quality of the service provided, and a lack of confidence amongst Welsh speaking users. This, in turn, leads to the credibility of Welsh medium services and user confidence in such services. (Welsh Government 2012b, pp. 25-26)

Despite these strong statements from the Welsh Government on the need for leadership within the *More than just word* policies, senior managers within Cardiff and the Vale University Health Board are not prioritising the Welsh language within the organisation. In the second iteration of the policy, *More*

than just words: Follow-on (Welsh Government 2016c), the Welsh

Government again focus on the importance of leadership.

To achieve the objectives set out in this framework, leadership must be demonstrated across every level of any organisation. A consistent approach is needed from every tier of every service to implement change and continuous improvement. Senior members of staff have a responsibility to establish a supportive culture that ensures services are accessible to Welsh speakers through policy direction, recruitment processes, workforce planning, training programmes and continuing professional development. *More than just words...* believes that service managers have a responsibility to ensure that this is implemented in day-to-day services (Welsh Government 2016c, p. 20).

Yet, this call for leadership across every level may continue to be ignored.

The Welsh Language Officer indicates that senior managers lack Welsh language awareness, as a result of seeing it as unimportant and that there is no penalty to not promoting/implementing, they do not prioritise the Welsh language policies.

That's the thing, because it lacks teeth, you know, because—I've had a few rants about this too [laughs] with the Welsh Government—because I've told them, look, you know, it doesn't really matter. Ok, it's a nice little thing [More than just words], but unless you're going to go in front of team managers and put this on the table and say 'sort this out', it's not going to be a priority for a lot of people, really.

Based on the Welsh Language Officer's experience, it is evident that in order to increase the prioritisation of Welsh within the Health Board, there will need to be consequences for not complying with policy. Those consequences may now come by way of the Welsh Language Standards.

The Welsh Language Officer identified the Welsh Language Standards as something that has grabbed the Health Board's attention.

We have to worry more about the Welsh Language Standards. That's, you know—from the minute we saw the Welsh Language Standards, we realised, this is worse [than More than just words]. So, what do we have to do about this then [...] Because we realise, £5000 fine, you know, bad stuff. This is worse. So that's been—and

then it's also because what things we have to do is really concerning them, really.

I think what we've got is the two things more or less do the same thing. I think, what's it all about, because we have a new law, that's a separate journey—but More than just words [(Welsh Government 2012b)] is also about the Welsh Government realising we're not doing enough for healthcare. It's been like this for—as I like to explain to people around here, is when it comes to the Welsh language outlook, we have people now who are working for this organisation which are younger than the legislation of 1993, isn't it? How are we still not doing much about it? You know, we've—I'm sure there is other pieces of legislation that we have taken forward and taken hugely, but this still lies dormant. So, it's part response, I think, of the Welsh Government being like we need to get something done, because again they're getting a lot of pressure with the Welsh language especially within the Welsh Government and Welsh politics have become more of a topic for them to do.

Both of them are interlinked, you know, when you see either side of them, you see, more or less, that the both of them complement each other. And on top of that, the Welsh Language Commissioner said she will also be looking at how well we are complying with the Welsh More than just words strategy. So they basically are two things really, but because they are from two separate organisations, which have a bit of power over us, not much, but you know, one's from the Government and one's from a legal monitoring system, we still have to do them, really, isn't? Even though it would be easier to work them together, to work things out really.

Thus, the Welsh Language Officer found that *More than just words* (Welsh Government 2012b) and the Welsh Language Standards are “interlinked”, and as part of complying with the Standards, the Welsh Language Commissioner will also be reviewing compliance with *More than just words* (Welsh Government 2012b). Yet, there is more focus on Standards as a result of the potential financial penalty if not implemented. Indeed, there are now “teeth” to bite back against non-compliance. Consequently, this illustrates again the priorities of those in management at Cardiff and Vale University Health Board: there is only a focus on the Welsh language if there is a consequence of not doing so.

Concerning the Welsh Language Standards, the Welsh Language Officer was asked how the organisation was facing the future Standards and

reacting to them. It is important to note, however, that despite the below quote, at the time of the interview, no compliance notices had been sent out to the health sector and consultation was still on-going. The Welsh Language Officer was basing his/her responses to drafts of the Standards.

S/he answered:

It's a bit of taking a breath and going, you know, eyes wide open when you explain to them what will be needed. They're like, 'no, no, no, no, no'. There's a lot of issues that we realise, well, we can do a lot of it; especially when it comes to patient-facing, services that are facing the public. So it's basically providing Welsh language services, because that is covered already by the Welsh Language Act—and there is also issues about, you know—

The one issue we realised we don't like at all, what we have huge concerns about is developing the Welsh language in the workplace. So, what you have a right for [...] to have their personal assessment development review through the medium of Welsh [...] say, that is going to be a complete nightmare for us, because that means—for example my line manager doesn't speak Welsh. We communicate speaking English to each other. And then suddenly, when it comes to—you're going to have a translator, you know, having a discussion—it's going to be a bit of something of a book from Frank Kafka, because you have to supply something [...] And it will cost us a lot of money, and to apply that on an organisation that has 14,000 staff is going to cost us a fortune [...]

The other issues that we have, on top of that—at the moment, what we do if we've got somebody who's got Welsh language, wants Welsh languages services, then you find a nurse who can do it. And if you want, you can get somebody to translate, if you think it's very, very important. But with the new Standards, everybody who wants their services through the medium of Welsh should receive it, regardless. Which might be difficult, you know, because what's a meeting here in the organisation? A consultation, you know, for mental health can be fine—but what happens if you're a ward nurse and you want to talk to somebody and they want to talk in Welsh and you can't find somebody and so you have to call somebody to work? So, there's a lot of issues. We realised that this just isn't feasible at all. This isn't feasible for us. If we do, it's going to cost us a fortune and, you know, it's going to be problematic to say the least, you know.

Hence, the potential Standards for the Health Board which have been deemed not “feasible” have to do with Welsh language use in the workplace between staff and those concerning meetings. In most instances when it comes to patient interaction with health workers, there is less worry by the

Health Board in fulfilling those Standards, due to the utilisation of bilingual nurses and/or interpreters/translators. However, as found in section 2.3.1, the use of interpreters can result in miscommunication. Having a bilingual workforce, willing and able to offer and deliver bilingual services is the better option.

As covered in section 2.2.2.4, one way to fulfil the Standards is through utilising *More than just words*’ (Welsh Government 2012b) ‘Active Offer’ principle. Concerning the subject, the Welsh Language Officer revealed:

Yeah, we do a lot of promoting of the ‘Active Offer’. And we’ve explained to them, a lot of staff say, ‘Well, what happens? Cause they will request it’, and we say, ‘Yes, but then if you’re dealing with an 87 year old who has dementia issues, are they going to step out of this and say “I want this in Welsh” and then go back into dementia—that’s not going to happen. So you have to make that choice of their medical care, saying an ‘Active Offer’’. So we are trying to promote the ‘Active Offer’ and say, ‘Ask the question, do you need [service] through the medium of Welsh or English? Ask the question. If they say yes or if they say no, just as long as you make sure’. Because a lot of them realise, especially with older people, that it is actually quite important and, you know, they’ve had a lot of issues where they didn’t realise until they started speaking Welsh to them or something. Then they kind of—boom. They’re up. And it’s ‘Oh, OK’. We do try to promote it, and it’s something that we want to take forward with [...]

Even though I have my concerns with the More than just words strategy, about how we can comply with it—a lot of the stuff within it, hits it right on the head. Because the difference between Welsh Language Standards is all a bit general, but More than just words [(Welsh Government 2012b)] actually says this is what we need to think about, because they’ve been consulted about things. It goes back to the effort of asking that question, making sure that the language is part of the patient experience in here and asking that question, ‘Do you want things through Welsh?’ And if they do, making sure Welsh speakers can talk to them. Making sure that everything is taken care of in those cases, so instead of them thinking, ‘Oh, should I ask for Welsh?’ We can say, ‘Do you want this in Welsh? OK.’ Boom. That’s how we get it.

Similar to the Care Council senior manager on the workforce development team from section 5.3.1.1.1, the Welsh Language Officer interprets the

‘Active Offer’ to mean asking whether the patient would like to have their care conducted through the medium of Welsh. At the time of the interview, the ‘Active Offer’ had not been embedded in all aspects of Cardiff and the Vale University Health Board, and the Welsh Language Officer spoke about the challenges of doing so.

It’s going to take a lot of time. We’ve done a fair amount of work, but we still haven’t scratched the surface, at least generally, I think [...]

A lot of it is just basic mainstreaming. It’s just something that needs to be considered as part of the patient journey. That is basically it. We can do the bilingual leaflets and information and stuff like that. That’s quite simple to do. But, when the patient comes in, and they say, ‘Oh, you’re a Welsh speaker? Then OK.’ Boom. That is the biggest challenge really. Because there are so much other things we need to think about with that patient, really, at the same time. I think that can be the challenge really. It’s actually trying to integrate and get clinics, nursing, and other areas to understand that at the end of the day, we’re here for the patient. Nothing else. If the patient speaks Welsh, we have to respect that [...] We have to think about the person at the end of the day and respect their dignity and individuality. And if we don’t then we’re not really treating that patient effectively then.

In an effort to “mainstream” the ‘Active Offer’ into the patient journey, the Welsh Language Officer promotes the ‘Active Offer’ in his/her equalities and Welsh language awareness sessions, encouraging staff to use whatever Welsh-skills they have with their patients.

Yeah, with the ‘Active Offer’, what I tell them to do is, what I do is—because I did this, this morning, we had about 60 people—I go, ‘Right, who can speak Welsh here?’ And you got people meekly putting their hands up and some people going like that [hand going straight up] because they’re proud. Then you ask, ‘OK’, and everybody else is like that [slouched, trying to make himself look small] crossed legs, nope and everything. And you say, ‘Can anybody say “Bore da?”’ and they say ‘Of course we can, bore da’. ‘Prynhawn da?’, ‘Yeah I can say “Prynhawn da”’, ‘Sut wyt ti?’, ‘Yeah I can say, “Sut wyt ti”’. ‘Ok, good, use them.’ And I go, ‘OK, even if you have the bare minimum of Welsh language skills, use them with your patients on a day to day basis. And if they react better to it then you can use it more and more. And just use it’. A lot of the time they really appreciate it. So I use it casually like that, and if you know once you’ve done that kind of things, and you find out that some people are actually Welsh speakers, ask them a few more

questions or ask a member of staff who is an English-Welsh speaker to have a word with them to make sure everything is OK. So I try to couch the 'Active Offer' like that, just to explain to them, try to use the language as a means for you to help. As the Welsh Language Commissioner said, "language as a clinical tool". That's what I use it for, really.

This way of promoting Welsh language use is akin to the Care Council's

Asset Model from section 5.3.1.1.1. the Welsh Language Officer was asked

if s/he was aware of the model, and s/he replied that s/he was not, however,

that stuff would work very well for us. I think some people see the Welsh language as something that you can either speak or you can't. And they realise, hang on, when you maybe start and do a few things, they realise, oh actually, you know more than you think. So help them, encourage them to think, 'oh actually, I know more'. And encourage them to say, you know this bit, use it. Or, put it into this context of computer skills. 'Can you send an email?' 'Well yeah'. 'Can you send a Word document?' 'Well yeah. That's computer skills, isn't? If you try to think of it like that—and that's sometimes how I put positions of it like that: 'If you can do that, just use it. Don't be scared'. And people go, 'Oh, OK'. Stuff like that would definitely work for us.

Although not aware of the Asset Model, the Welsh Language Officer

believed that the model would work well within the Health Board. S/he

already had been promoting its message of identifying Welsh as a skill and

promoting the use of those skills. One way s/he promotes using Welsh is

through *Cinio a Chlonc* | Lunch and Chat:

At the moment I'm trying to run this thing called Cinio a Chlonc. What is basically: they come in to a room, bring their lunch, bring a cup of coffee, and just chat for an hour. And that's it. And we do kind of stupid exercises.

For example, the other day was, we did this kind of exercise where I tell people, 'OK, in Welsh, without giving a name of an actor, describe me the storyline behind the Hunger Games,' and they go, 'Well, um', and it does make them think. Because it's not about 'Bore da' or something completely—it's about the Hunger Games, it's about a woman getting into a game that she has to shoot and kill everybody. So it's those kind of fun games. And we have to guess them [...]

Yeah, it's about confidence building with them. Because, one thing I've noticed time and time and time again is that we have a huge resource of Welsh speakers in this organisation, especially in the younger generations. I've met countless, in terms of people who

have done GCSEs up to A star position, kid's up to A level and says, 'Oh I don't speak Welsh. I did an A level in it.' Yeah, I explain to them 'I did GCSE in Welsh and that's all I got and I had to re-sit it and I only got a C, and I speak Welsh, and you got an A level and you say you can't speak Welsh?' So we've got a lot of people there who it's in there but that haven't since college, they haven't used it at all. So, Cinio a Chlonc is designed for those sort of people, who've learnt it, but they just don't have the opportunity to use it on a day-to-day basis. So, they come along, we have a chat, and we have a cup of coffee, and we talk about nonsense, but it helps them gain confidence and just get the use back in again, really.

When asked why s/he felt those who have Welsh skills lack confidence to actually use their Welsh in the workplace, the Welsh Language Officer responded with a number of reasons:

There is first of all the school environment, because you have somebody, you know, the teacher's there. You can't say no that's not right but keep on going. They have to correct their mistakes, and so that kind of doesn't help things.

The other thing is that they just don't—there is a real lack of opportunity to use it as well, on a day-to-day basis, you know? Because maybe they—unless they mix with people who speak Welsh or have the opportunity to use Welsh on the internet or listen to the radio—[...] I think that's one of the difficulties with the Welsh language is that you—people want you developing, but there's a bit of a ceiling there, because in order for people to practice, they have to use it, and if people don't use it, they don't practice it and they don't develop. You know, if I decided I want to learn Russian, you know, and I can do the curses, then you threw me in the middle of a bloody hospital, then I will come out fluent in Russian. But that's difficult in Wales, because you don't have that kind of immersion [...]

So when they finally come to it, their confidence, you know, isn't there for them. That's the feeling. They're a bit scared, especially, I think, in a health environment, it doesn't help either, because they think, 'Oh, what happens if I say something in Welsh to this lady and I get it completely wrong? And there is some huge catastrophic mistake that happens and they die?' And there is also that feeling as well, I think. I think that all these concerns are lack of confidence. I think that's what it is. So, it's all about trying to say, 'No, you're perfectly fine. Give it a go. Most Welsh speakers will be fine, you know, if you mix with English.' They'll just go, 'Dal ati'. [...] I think it's one of the things that they are scared of making a fool of themselves, really. And then you kind of have to—not physically—but metaphorically have to slap them out of it and just give it a go.

In the Welsh Language Officer's experience, staff lack confidence due to self-consciousness about using their Welsh incorrectly and at best making themselves look foolish and at worst leading to miscommunication that results in a patient's death. Consequently, s/he tries to build up the confidence of learners through practicing their Welsh in informal chats, which s/he hopes will translate to use of Welsh in their work. *Cinio a Chlone* | Lunch and Chat is discussed further in section 6.4.2.2 as model of language capacity strengthening.

Additionally, one item that the Welsh Language Officer touched on—the reality of a lack of “immersion” in Welsh causing learners to have more barriers in pushing themselves to use their Welsh when they can just as easily use English—led to the subject of the Sabbatical Scheme Model to be introduced. One of the Sabbatical Scheme Model's greatest assets is it immerses participants in the Welsh language. Thus, the model was put to the Welsh Language Officer, and s/he was asked if s/he felt it would be applicable in the health sector.

Funding and time is an issue. And it also depends on who they have. If you're dealing with—one of the biggest challenges we are facing is recruitment. We have shortages of staff in certain key areas. If you have a member of staff that is learning Welsh, and tell you what, we're going to take you off a month, you can do this for a whole month, the service manager is, 'No, we need that person. He does this. If he doesn't do this, then stuff is going to get worse'. So the idea of something like that in health, and take them out and encase them somewhere else for a complete month, they'll tell you to take a hike. That probably won't be able to happen at the moment.

Thus, the Welsh Language Officer did not find the Sabbatical Scheme Model to be applicable to health care, because of the practicality of needing someone to replace the health worker who would go on sabbatical and the unlikelihood of receiving a replacement as a result of recruitment shortages. Recruitment is discussed further on in this section.

When asked about whether Welsh language training was promoted to staff, the Welsh Language Officer replied yes, through Welsh for Adults, and spoke about a recent programme the organisation promoted:

What we tried to do was a programme where we financed 10 spaces for each service area. But our response was we had only 20 people attend in the end, so only 3 or 4 persons from each area [...] I think they are once a week courses. Two hour, once a week courses. Those are done within their own time though, you know, outside of work. I know other areas where I used to work, they gave staff the time to do it, but we've found that difficult, mainly because they've got too much work [...] we pay for it, but they do it in their own time. The idea that—you could legally do it [have courses during work] but getting senior managers to see it's beneficial for them and the organisation to learn Welsh is a challenge. And they say, 'I can't take two hours off, because this person does this, and we need them for the full 37 hours a week. And I can't spare them an hour'. That's the way it is with some of them.

Thus, the Cardiff and Vale University Health Board does sponsor Welsh language training for its staff but only once a week and only during the worker's personal time. While the Health Board could technically allow courses to be attended during work hours, having someone leave work to do so is highly improbable given his/her workload. This is the same practice as Cardiff Council, as highlighted in section 5.3.1.1.2, where the tension between managers and policy can discourage staff from attending Welsh language courses. As stated previously in that section, this adds an extra two hours to the workload of staff attending the course, disrupting work/life balance. This may discourage staff from taking the initiative to improve their Welsh language skills. Indeed, this can be seen in practice, given less than half of the course spaces budgeted were filled.

Additionally, the Welsh for Adults' Welsh in the Workplace arrangement was put forward to the Welsh Language Officer, as an option so staff do not have to leave work to attend lessons. S/he responded:

That would be great, to me. We've done that before, on some occasions here with some success. And they've been effective [...] What they did actually is that we set them up and recruited different people from different areas, and they came in for the day. We found them actually very, very effective [...] However] a lot of issues when it comes to the Welsh language have nothing to do with the Welsh language itself—it's to do with getting staff to take the time off [...] The problem with the NHS, is actually trying to get the staff to take the time off. Because we've seen that a lot of time with staff, 'You're going to do this course tomorrow? Fantastic, so we'll see you on Thursday'. You turn up to work, and they get a phone call, 'Oh, actually, screw the course, can you sort this out today, because it needs to be done. Otherwise we're in trouble'. So, we've had where maybe 20 people are signed up for a course and maybe six turned up. Maybe because they got a phone call before saying, 'Oh, actually, could you just cancel that course?' That's not Welsh language—that's a lot of issues.

Hence, while Welsh in the Workplace has been used previously and deemed effective, it was only for a one-day course and even then there were difficulties in getting staff to take time off work to attend, as other items took priority. Again, some managers did not view the Welsh language as a priority and had their staff drop the course in lieu of other priorities.

In relation to recruitment as an avenue for bilingual capacity building, the Welsh Language Officer illustrated the difficulty in getting the Health Board to put Welsh language skills as part of a job advertisement:

people are scared about what it means if you put about the Welsh language [in a recruitment post]. They say—the concerns that a lot of people have in clinical areas is that it will stop people from applying if you say duh, duh, duh, duh. So, I'm not going to do that, because we are struggling to recruit as it is. And that's kind of the response we get usually, even though we say, 'Well, what about the patients?' 'Well, OK, but we still need this person. We are struggling to find a person to do this job, as it is. I don't want another hurdle to add to that struggle, to that challenge'. So, for a lot of these, for a lot of people, they can see, they say, 'Well, we don't like it, it will just add to the recruitment problem'.

Yeah, it's because, within healthcare in Britain, there's a real medical problem of attracting students, of attracting medical nursing staff, across all boards, really, from consultants to surgeons, everything; to the point where we've recruited about 110-120 members of nursing staff from Italy and Portugal to work in this country because we have such a shortage. There's a lot of issues around that [...]

Similar to what the policy officer noted at Cardiff Council in section 5.3.1.1.2, the Welsh Language Officer identifies that there is difficulty in recruiting at the Health Board. However, unlike the Council, there is a reluctance to label a post as Welsh-desirable or Welsh-essential at the organisation; as a result, as managers fear this will cause people to not apply for the post. The Welsh Language Officer continued:

Going back, a lot of people have basic concerns, 'Well, hang on, if I put Welsh in here, this will stop people from applying from the jobs, and we need people to come and work'. And we're like, 'No, what happens if you just put that the ability to talk through the medium of Welsh in an informal way with our patients is desired?' And you try to give them positions. But again, they've just got real concerns about recruitment. Because we are struggling in some areas, definitely.

When asked whether s/he believed those fears to be justified, that putting Welsh-desirable or essential leads to no applications, the Welsh Language Officer responded:

Not really, no [...] Aneurin Bevan piloted a scheme where they did try this. I can't remember the role now—essential or something—to see what would happen. From that advertisement, they got 30 applications. I think vast majority of them—20, I think—didn't have any Welsh language skills, but they still applied. So they realised, 'Oh, well, actually, it didn't stop them. So go for it, really'. So, from what I understand, it hasn't stopped anybody. But, it depends on the role, as well. I imagine it's easier to recruit nursing staff, because we have locally trained nursing staff who, you know, have a background [...]

In many cases for them [health care managers], the first, one of the biggest concerns for them is 'Do I appoint someone who can speak Welsh or do I appoint someone who's got actually the clinical experience?' Obviously, the clinical experience comes first. And we say 'No, the clinical experience comes first more than anything else, and then you think about the Welsh language.' But of course, they're concerned, 'Well, I'm not going to appoint somebody just because they are a Welsh-speaker and they can't do the job'. And that's the concerns they have, really. So, for example, 'I'm not going to employ somebody who is not as good as another person just because he's fluent Welsh. They may not be the right experience another person has, and we're not going to employ him because he's not a Welsh-speaker. So we're going to go for the clinical ones first'. So we have to explain to them, 'well, no—clinical comes first. Then the

Welsh language is a nice bit of extra you can add. Oh, well, if you have two people and they are completely equal in their ability to do the job and one is a Welsh-speaker? He's got better skills. That person's got better skills, so go for him'. If you come into a position like that, that can help; but then again, they still note their concerns that you have to speak Welsh in this kind of job, really. That's the concern, really.

Again, this shows how the Welsh language is a low priority and that there is a lack of Welsh language awareness from managers. Even though the pilot done by Aneurin Bevan University Health Board has been conveyed to them, health care managers still have fears that labelling Welsh skills as desirable or essential will turn qualified applicants away during a recruitment shortage. Consequently, managers within the Cardiff and Vale University Health Board are reluctant to post the need for Welsh-skills within job advertisements. This is concerning as if a post is marked essential, it is so for a reason—because it is *essential*.

Hence, Welsh speakers are not being targeted for jobs within the Health Board, making those with Welsh skills who are hired by the body to be coincidental rather than purposeful. Until such a time that managers view the hiring of Welsh speakers a priority, recruitment will not be a reliable way to build the bilingual capacity within the Health Board; leaving only Welsh language training of current staff as the means to increase.

In closing the interview, the Welsh Language Officer illustrated the importance of Welsh in health care and the difficulty in promoting it:

Well, I've been in Welsh language development for ten years. I started in the Welsh Government. Then Higher Education Funding Council. [...] But in health, it's different. When they come into health, they are not in the best state in the world [...] it's that thing in health, when you're ill and you're in pain or anything else, you can't be able to stand up for yourself or be able—there's something called pyjama-paralysis. Basically, what happens is that once you get in the system, you just—that happens. And we see that a lot. We have lots of examples of these strong-willed people who suddenly they kind of, they collapse into this paralysis where they just can't

... speak up for themselves, because they're hurt, they're ill, they're scared, they're anxious; and they just can't stand up for themselves, really. That can be an issue within health care in general, and we've seen that a few times, where people have been treated pretty awful and—but they at the end of the day are ill and they just want to get out of hospital and forget about it. And that's just one of the things with the Welsh language that you have to think about, you know.
[...]

This “*pyjama-paralysis*” substantiates the importance of making an ‘Active Offer’ and delivery of Welsh language services within the health sector.

However, while the Welsh Language Officer gave evidence that the Cardiff and Vale University Health Board are making strides to promote the ‘Active Offer’ amongst staff, it is evident that there is a low priority in actively delivering Welsh language services. By not targeting Welsh speakers in recruitment and by managers not valuing Welsh language training, or indeed Welsh language services, as a priority; delivering such services will be fraught with difficulty. While some staff have attended Welsh language courses, it was less than half than the budget allowed. More than likely, this is a result from staff having to attend the courses in their own time given the tension from managers about differing priorities: attending courses during work-time, either away or in work is highly discouraged. Although the Welsh Language Officer is using *Cinio a Chlonc* | Lunch and Chat sessions as an alternative to try and increase confidence in use, this will only strengthen Welsh language capacity of the organisation, not build it. This distinction between building and strengthening capacity and its implications is discussed at length in section 6.4.

5.3.2.2 Cardiff Council: Social Services

A social work manager, now the Welsh Language Coordinator responsible for the implementation of *More than just Words* (Welsh Government 2012b) within the social sector of Cardiff Council, was

interviewed in September and December 2015. S/he was interviewed in order to discuss how Welsh is viewed within the social sector, what Welsh language training opportunities are available, and whether the Sabbatical Scheme Model would be applicable within the social sector.

In describing how s/he took on the role of implementing *More than just Words* (Welsh Government 2012b), the Welsh Language Coordinator noted:

my substantive post is actually Social Work Manager, covering the hospital social work service in Cardiff. But, because I have a Welsh background, and I speak some Welsh, my role at the moment is actually being responsible for implementing the strategic framework for Welsh language in health, social services, and social care—And it has a snappy title, More than Just Words | Mwy na Geiriau [(Welsh Government 2012b)] [...] When I was first asked to be the Welsh Language Coordinator, representing adult services, adult social services—That involved going to a meeting every month and with the other coordinators from the other elements of the Council. So, it was a corporate meeting, just to keep up-to-date with the developments in the Welsh Language Act or whatever, and then feeding that information back to the teams [...] The role has just rolled out and is getting bigger, because, I've been doing Welsh language awareness training with all the managers in adult services, and that's taken up some time to put a programme together and deliver it [...] And the Children's Services realised that they weren't doing anything [...] So, I have now been released from my job as service manager for hospitals to full-time to work on the implementation of the strategy.

When asked how the expansion of the role came about, the Welsh Language Coordinator answered:

However, obviously, this strategy was launched by the Welsh Government in 2013. And I think the first twelve months of the action plan had passed us by, and we hadn't done anything [...] And questions were being asked then about Cardiff, 'How are you getting on with implementing this strategy?' [...] It would have been the Welsh Language Unit, the Government [...] And asking for progress reports and things. And, we thought, 'Oh, gosh! We're not doing anything, so we better give it a bit more time'.

Hence, upon realising that a year passed, Cardiff Council took action to rectify their lack of action, first by modifying the Welsh Language Coordinator's role within adult social services and then expanding to cover

the implementation *More than just Words* (Welsh Government 2012b) for all departments that concern the social sector. Concerning the policy, the Welsh Language Coordinator illustrated how it has changed how the Council operates and the work s/he is doing to deliver it:

So, the action plan of the strategy and the purpose of the strategy is about developing your services so that you can provide Welsh language services to all service users [...] And, behind that aim, there's a whole lot of action to go with it. So, it's the usual stuff about providing information bilingually, etc., etc. But, in the past, we've been waiting for people to ask us for services in Welsh—and then responding to that. So that if someone came in to social services and asked for, 'I need home care, but I'm a Welsh speaker, and I would like to speak to somebody in Welsh', people would have to scramble around to find any Welsh speaker, social worker, and pull them in and deal with that situation [...] And I think, up until this strategy, we've waited for people to ask for a service, and then we responded. The 'Active Offer' is obviously coming up front and saying, 'Would you like it in Welsh?' We don't know what the demand's going to be, because people haven't ever expected this, to be offering a service in Welsh [...]

Hence, similar to the Care Council senior manager on the workforce development team in section 5.3.1.1.1 and the Welsh Language Officer for Cardiff and the Vale University Health Board in section 5.3.2.1, the Welsh Language Coordinator for Cardiff Council's social sector interprets the 'Active Offer' to asking service users when they enter the service if they would prefer services through the medium of Welsh. The Welsh Language Coordinator then spoke about the work s/he is doing to make sure Cardiff can then actively deliver services once they are actively offered.

Right, OK. But, if you're offering a service in Welsh, you need to have the skills and the resources to be able to do that, and that's where a lot of work comes in, in terms of assessing the skill levels of all staff. And for adult services, there is a staff group of about 1200 people [...] Whereas other teams were—other parts of the Council were just assessing the skills of 20 people, I had over a thousand staff. Mainly made up of care staff, which made up the numbers. So there's a big piece of work to do there. So, they asked if I would then do some stuff for them, which meant doing the training for managers, rolling out the skills assessments. And that's a full-time job [...] [then Children's Services] asked if I would then do some

stuff for them, which meant doing the training for managers, rolling out the skills assessments. And that's a full-time job [...] And yesterday, I went to speak to another directorate in the Council, which was Housing and Communities, and they've taken over the first point of contact for Social Services [...] The contact offices used to sit under Social Services; now sits under Communities, because they want to try and pull social care together, so you've got housing applications, occupational therapy, equipment, and first point of contact under Housing and Communities. And, when I spoke to a couple of their managers, they didn't know anything about this strategy and they're saying, 'Gosh, we haven't done anything! So could you come and talk to our staff?' So, I can see this getting bigger and bigger [laughs].

Hence, the Welsh Language Coordinator identified that assessing the Welsh language skills of staff is imperative to beginning to deliver the 'Active Offer'. In addition to the assessment of the Welsh language skills of staff being an encouraged item of *More than just Words* (Welsh Government 2012b), it is also a requirement of the Welsh Language Standards, specifically Standard 127 of the compliance notice sent to the Council (Welsh Language Commissioner 2015a, p. 22). However, there are challenges in the assessment through both the number of people to identify and how social sector responsibilities have spread beyond just the Department of Social Services. The amount of coordination needed to accomplish this work in the name of both *More than just Words* (Welsh Government 2012b) and the Welsh Language Standards (Welsh Language Commissioner 2015a) is what led this from being just one responsibility within the workload of the Welsh Language Coordinator to becoming his/her main priority. Analysis of Cardiff Council and the 'Active Offer' will continue further on in this section.

Concerning the Welsh Language Standards, the Welsh Language Coordinator's view in September 2015 was:

We've always had a Welsh language scheme in the past, which has asked us to provide bilingual information, etc., etc. It's never really

been enforced, so that's why the Welsh Language Commissioner wanted to bring in Standards, and they are legal requirements. [...] And we will be given six months. Now, the Standards come out this month. We're given six months to get our house in order, and after April 1, 2016, she will have the power to fine us £5,000 per every standard that we are not complying with [...] So, the carrot is there, if you like, or the stick, I should say. [laughs] It's just made it all very real now, and people will be panicking in the next six months.

When asked how to explain further what the feelings were at the Council about the pending regulation, the Welsh Language Coordinator responded:

Yeah, I think it's something that nobody has taken any notice of, because there's been a period of consultation about the Standards for the last couple of years; so, the Government has done that. But, it's been really been dealt with by the Welsh language unit, within the Council, which is now called Bilingual Cardiff. They do all the translations, and they're responsible for the implementation of bilingualism. And it's been sort of held within that team, I think it's fair to say. People have known, perhaps, that there's been Standards coming along, but not taken them seriously. And now that they're here, or just about to be here, when I do these Welsh language awareness sessions to managers and team managers and explain what their responsibilities will have to be, they're shocked. They are absolutely shocked, and 'How are we going to achieve this?'

When asked about what they find challenging within the Standards, the Welsh Language Coordinator was quick to answer:

Those challenging ones were around meetings [...] So, and I've got to say, in social services, in particular, most of your day is about meetings, whether you're meeting with professionals or service users or case conferences or whatever. And the Standards say that for any meeting that you hold, even if it is a one-to-one, you have to ask that person, 'Would you like to use Welsh in that meeting?' And if that person says, 'Yes, I would', you have to get a simultaneous translator to allow them to use the Welsh in the meeting. That has huge cost implications, resource implications; and I think this is going to be massive.

One of the more challenging ones of that—which is, that's challenging enough—but one of the more is if there were a case conference, say, in social work and the subject of that case conference wanted the meeting conducted entirely through the medium of Welsh, you would then have to facilitate that; and for some reason, it says, 'without the services of a translator'. So, that would mean that your police representative, your nursing representative, your school representative, or, you know, would all have to send people who are Welsh speaking. They may or may not know that service user, that person who is the subject to the case conference; and that, you would have to have a chair to the case

conference who could speak Welsh. And, I think the Council decided that, in Cardiff, that would be an unworkable standard.

As seen in section 5.3.1.1.2, Cardiff Council decided that was not an “unworkable” Standard, or indeed that any Standards would be considered such. In the second interview in December, after the Council had reached that decision, the Welsh Language Coordinator was again asked about the Welsh Language Standards:

Cardiff has made a political decision not to challenge any of the Standards [...] The leader of the Council—it was brought up at a very senior meeting at the management level, and the cabinet, the Council cabinet and the leader made a political decision not to challenge the Standards. I’m not sure how helpful that is on reflection now, because there are some Standards which we will, I’m sure, fail to reach in the timescale given, but that’s the decision.

When asked what the feeling is at the Council now that this “political decision” has been made, the Welsh Language Coordinator stated:

I think now that they’ve accepted them, all the managers of each directorate have now had copies and timescales, and it’s suddenly become real, and there’s suddenly a lot of panic, because some of the Standards are quite demanding [...]

A lot of the stuff we already meet anyway, in terms of providing bilingual publications, and most of the stuff, the public information stuff, comes from the Council is bilingual anyway. So, we’re ticking a lot of the boxes. Where it’s going to prove to be a bigger challenge is for example meetings. It’s a requirement that every meeting that you ask the participants beforehand if they would like to use Welsh in the meeting, and if somebody does, then you will have to arrange for a simultaneous translator to be there. That will obviously be at a cost. It may delay the meeting [...] And I think it impacts more on social services and social care because of the nature of our work. I think probably against all the other directorates in the Council, social services have more—it’s all we do is meet [laughs]

Hence, despite the Council leadership making the decision to not challenge the Standards—indeed, according to the Welsh Language Coordinator, a “political decision”—there will still be challenges in meeting the Standards, in terms of meetings through the medium of Welsh. Translators or Welsh speaking staff will be required if a service user accepts the ‘Active Offer’ of

Welsh language services by the Council.

Concerning the ‘Active Offer’, the Welsh Language Coordinator was asked how the social sector staff within the Council are responding to the principle:

Everybody understands why it needs to be done; I think it’s just the practicalities of it. We’ve always had on our initial referral form preferred language, and it’s always been assumed that people are English speaking, that goes down as English. Sometimes they ask, [sometimes] they didn’t ask. Now, we’ve got the specific question about, ‘Would you like your services provided in Welsh?’ And that’s relatively new: the last six months. And people are now encouraged to ask service users when they first come to the organisation about that.

When asked how aware the public are of the ‘Active Offer’, the Welsh Language Coordinator answered:

They’re not aware at all at the moment. And I suppose the question is: how much do you promote it? Because, we’re not in a position to respond at the moment [...] So, we’re keeping it under wraps. Yeah [...] I think what we’re doing—we’re doing it bit by bit—so any correspondence that goes out now will have a statement, a language choice statement, preferred language statement, on the bottom of the letter, saying, ‘If you want your service through Welsh, we will be able to provide your service in English or Welsh’. So, it’s sort of putting it out there, now, through correspondence and making people aware; which it never used to be on the letter, so this is relatively new [...] But, we don’t want to scream too loudly, because we can’t respond [...] As we develop our confidence and are able to respond, then perhaps it would be promoted a bit more clearly.

Thus, while the social sector of Cardiff Council is required to actively offer Welsh language services, there is hesitation within the sector in Cardiff to make this requirement known to the public; therefore, relying on a soft deployment of the new policy in order to prevent having more demand for Welsh language services than can be supplied. Only once those in the Council are more “confident” in meeting demand will the ‘Active Offer’ be promoted. This soft deployment is disconcerting and counter-intuitive. One cannot refuse to fully advertise the ‘Active Offer’ and still be in compliance

of actively offering Welsh language services. That is not to say that this measure is inexplicable: if the bilingual capacity of the Council cannot meet the demands of their service users, which can be said in this instance given the numbers indicated in section 5.3.1.1.2, then the Council cannot adequately deliver the promises of an ‘Active Offer’ of Welsh language services. This is further discussed in sections 5.4.1 and 6.4.5.

In order for Cardiff Council to become more “*confident*” in meeting demand, the Welsh Language Coordinator identified recruitment, Welsh language awareness training, the assessments of Welsh language skills, and Welsh language training as methods to increase this confidence in meeting demand.

Concerning recruitment, the topic again turned toward the Welsh Language Standards:

And one of the other concerns that we’ve got, is that the Standards and the strategy stress that we need to have Welsh-essential posts in the workforce, in social services workforce. And if those posts become vacant, we have to recruit Welsh-essential—Now, that scares everybody, because they don’t think they’re going to be able to get people to respond to the recruitment, but also, they don’t want to be in a position where they have to choose between a Welsh speaker over a better social worker. Will they get the quality that they need?

But what I’ve been trying to say to [managers] is that safeguarding comes first. You will have your standard and your recruitment Standards and expectations for social workers that you’re employing and recruiting. The Welsh language is just part of that. But, essentially, that’s the standard you stick to; and if, despite there being Welsh speakers, if they don’t meet that standard, you shouldn’t appoint them. So, that scares people, I think, about the conflicts that will bring in.

These are similar fears relayed from the Cardiff Council policy officer in section 5.3.1.1.2 and the Cardiff and the Vale University Health Board Welsh Language Officer in section 5.3.2.1: managers will be unable to recruit qualified Welsh-speaking candidates for Welsh-essential roles.

Hence, the Welsh Language Coordinator was trying to relay to managers that the Welsh language is a workforce skill, one of many that is looked for in an applicant. There are standards for the job that still must be met and come before Welsh language skills.

The Welsh Language Coordinator spoke with managers in the Welsh language awareness training sessions that s/he conducted, that being one of his/her primary responsibilities in his/her new role as Welsh Language Coordinator. S/he combined the training with the promotion of *More than just Words* (Welsh Government 2012b) and the Welsh Language Standards (Welsh Language Commissioner 2015a). The Welsh Language Coordinator found these sessions to be invaluable, as the Welsh language is rarely seen as a priority within the sector:

It's at the bottom. And in fairness, when you're dealing with safeguarding children and adults, that has to be the priority. [...] That's the reality. And we've had to make this Welsh language awareness training mandatory for managers, because nobody signed up when we put the course out. So, the senior managers said this is mandatory for all managers to go on it. And they really have come into the room dragging their heels and sitting there [slouches in seat] 'Yeah, I've been told to be here,' and you know. But once I explain the reason you've been asked to come is both because of the strategy Mwy na Geiriau [More than just Words (Welsh Government 2012b)] and also the Welsh Language Standards, they start sitting up in their chairs and thinking, 'Oh, I didn't realise' [...]

So, people don't see Cardiff as being particularly a Welsh-speaking city, community; and a lot of the, sort of, myths are still around that nobody speaks Welsh in Cardiff, so why are we bothering? More people speak Somali or Polish than they speak Welsh; which is not true. And when I give them the statistics from the Census, they are totally shocked; and that's partly what I'm trying to achieve out of the Welsh language [awareness] training [...]

Maybe [small pause] It's probably fair to say that the staff who are not turning up don't know about these Standards. And I have one team manager—I've had a couple of sessions where Children's Services attended, and one was a team manager. They are the people who I really want to get to, because they're the ones managing the social workers; and she said, 'Well, I got to be honest,' she said, 'I was sent to attend, and I'm supposed to report

back to my colleagues, and if it's really boring or crap, then they're not going to come.' She said, 'As it happens,' thank goodness, 'it was a good session. We've learnt a lot. So, I will be going back to say that everybody needs to come.' That was only a couple of weeks ago. That's the way they approached it, to send one ahead, [laughing] and test to see if it was OK. They weren't going to bother if it was a waste of time. So they do hold a lot of power, these managers, don't they?

The Welsh Language Coordinator also shared an experience of a manager within Social Services who changed his opinion after his/her Welsh language awareness session:

When I first started in the role of Welsh Language Coordinator, I sent an email out to all managers explaining that I'd be doing these session and a few other bits of information. And, one of the managers wrote back to me, saying 'This is a waste of time. Why are you doing this in Cardiff? Nobody speaks Welsh in Cardiff. You can't make me speak Welsh. You can't make me learn Welsh. This is against my human rights.' Etc., etc.

So, I had to count to ten before responding, and in it, I explained, 'This is nothing new. This has been the Welsh Language Act of (1993). It is nothing new. If you're not happy, you need to speak to your MP, because this is law. This is not me being extremist in the corner.'

And, oh, I was so enraged by this. And—I think we'd seen each other a couple of times. I didn't know him. In fact, I'd never met him before this email.

But, on my first session with managers, he was in that first session, and we smiled at each other, because, we knew where we were coming from. And, at the end of the session, he came up to me, and he said, 'I didn't realise—I didn't realise how important Welsh was.' He apologised for the email, and he took it on. He has embraced it and grasped it better than any other manager. He was the first one to complete the skills assessments with his care staff. The first one to send it back. He asked me to do—if I can do some training and basic Welsh lessons with his home carers. He's asked me to suggest fun ways, like word of the week or phrase of the month, or whatever. And he's embraced it. He's my success story, really, in terms of—It was the ignorance, really. He was not understanding how important Welsh was. And, yeah. That was quite interesting.

The Welsh Language Coordinator indicated that these two examples were not isolated reactions, when asked how valuable Welsh language awareness training was:

I think very. Very. Because a lot of people—most people I would say, probably left the sessions more aware of Welsh language and in Cardiff, how it stays in Cardiff. How important it is in social care, and people being able to express their feelings and talk about need through their mother tongue. When it comes to ethnic minority languages, other ones, we go out of our way to try and accommodate that, but we never think of Welsh in the same way. So, it's just getting over to them, you know, what it feels like [...] So, I think it's very important and lots of people have had, you know, positive feedback: that they didn't realise how important it was.

Both the policy officer within Cardiff Council, section 5.3.1.1.2, and the Welsh Language Officer of the Cardiff and the Vale University Health Board, section 5.3.2.1, indicated that there was tension between managers and corporate policy concerning Welsh language services and training; and the latter believed this stemmed from a lack of Welsh language awareness making the subject a low priority of managers. Given the Welsh Language Coordinator's anecdotal evidence, it can be inferred that Welsh language awareness training may have been valuable and important in helping to both make managers aware of the policies and regulations concerning the Welsh language and the importance of language need in social care. Indeed, managers were much more willing to put resources toward training staff and actively offering and delivering Welsh language services post-Welsh language awareness sessions.

When speaking about the Welsh language awareness sessions, the Welsh Language Coordinator also touched on the importance of identifying Welsh skills and using them:

I start off the session by saying, 'Does anybody speak Welsh, here?' 'No'. So, if you go around individually, 'Oh yes, well, I did it at school, and I've actually got a GCSE—or I've even got an Advanced Level, A Level in Welsh'. So I said, 'So you can speak Welsh'. 'Oh, yes, but I haven't spoken it for a long time'.

But it's confidence. It's building up confidence in people and getting them to understand that the, as I said, that the odd word to a service user is so welcoming. That's all we're asking for, in a lot of things. If we could get to all the home carers and get this over, that

it's just the odd words, then that would make a huge difference to the service, wouldn't it?

Given the above statement and that s/he had also attended the Care Council senior manager on the workforce development team's presentation on the Care Council's Asset Model, the Welsh Language Coordinator was asked what s/he thought about the model:

Well, that's what I've been trying to say in the training sessions, the awareness thing. We're not looking for a team of fluent Welsh speakers that's able to give lectures in Welsh or whatever. We're looking for people who can communicate, day-to-day with people. So, there's a lot of hidden – there are people in the Council who are not admitting to speaking Welsh [...]

I keep saying, it's a skill that you've got. You can say a few sentences in Welsh or speak a little bit in Welsh: it's a skill that you have got, that you are walking around with this valuable skill, that you haven't realised it's potential, that you haven't realised that it's valuable. But, it is. And, you know, trying to make people feel, 'Oh, yes, well, I have got this. Not everybody can speak Welsh, but I can speak a few words in Welsh'. And it's like gold. Cherish it. Use it. Cherish it. So, I like the model. I like that model, yeah.

Hence, the Welsh Language Coordinator found the Care Council's Asset Model to be useful in promoting understanding that Welsh language skills are assets that need to be utilised within work and incorporated into the Welsh language awareness training sessions the model's message of identifying Welsh language skills. Concerning the identification of Welsh language skills, the Welsh Language Coordinator has been focused on having the social sector departments within the Council complete their skills assessments, both as part of the model and to meet *More than just Words* (Welsh Government 2012b) and the Welsh Language Standards (Welsh Language Commissioner 2015a):

As soon as the Standards are out, we've got to get a meeting to say, 'Right, how are we? We can meet these. What are the Standards that we really have to work on?' A lot of it will be about staffing skills, I think; really being able to respond. I think that's where it is.

In preparation for that, I'm trying to push Children's Services to complete their skills assessment, because we won't know

how many Welsh speakers they've got or where they are based. Because, within Children's Services, you've got, you know, the safeguarding teams, you've got leaving care, whatever. So, you've got different teams within that, with different roles. You are going to have to have Welsh speakers in each of those roles, really to—

So, they're, at the moment, it's fair to say that they are not turning up for training, the Children's Services managers; and they are not completing the skills assessments. It's going to be a case of chipping away at it slowly and nagging and just keeping on top of the case all the time.

The above statement was made in September. In December, the Welsh

Language Coordinator disclosed that the assessments were still not complete.

It's not completed. There has been progress. It's still a bit slow. We've had to go back to senior managers to give them pushes to complete [...] We've got to get it finished. In terms of Mwy na Geiriau [More than just Words (Welsh Government 2012b)], the strategy, we need to get it finished because it's part of our action plan. But, with the new Welsh Language Standards coming in as well, it's even more important that we complete this piece of work. And as the Welsh Language Standards are now—there's a legal requirement to complete these things, then it sort of helps us in terms of the strategy. The Standards help to put it on the radar and to say it's about compliance now. It's been voluntary up 'til now, it's been good practice; but now it's about compliance, legal compliance. So, I think that will help to push things a bit.

When asked why Children's Services were not completing the assessments, the Welsh Language Coordinator stated:

What we have discovered about Children's Services is that culturally there's a worse understanding, or if you like, an appreciation of the Welsh language in Wales.

And I went to a meeting of all the Welsh language coordinators in each of the authorities in Wales, it was a national meeting. When I mentioned this, they were quite shocked. The chair of that group is the Director of Social Services in Gwynedd, and she was shocked because she thought it would be the other way around, that children, because there is so much Welsh medium education in Wales and Cardiff in particular—that younger people or people working with children would understand more about the culture of the Welsh language and the need for the Welsh language and that we'd have to be working hard with the older population. But actually it's the opposite.

And I think that people—staff, social workers who are educated people, seem to appreciate that people with dementia revert to their first language or if you've had a stroke you revert to

your first language which may be Welsh. So we have an understanding that older people speak Welsh as their first language, but don't appreciate that there are young families in Cardiff where Welsh is the first language in the home, you know, that people bring up their children in Welsh, they play in Welsh, they socialise in Welsh, they argue in Welsh—you know, they don't understand it's real. Kids go to school, they do lessons in Welsh, but that's where it ends.

When asked where s/he thinks this perception comes from, the Welsh

Language Coordinator replied that perhaps it has to do with a lack of Welsh language awareness in general and in Cardiff:

Cardiff is a multicultural city and there is an appreciation of the other ethnic minority languages, and they don't see Welsh as part of a language. It's almost like a hobby. Speaking Welsh is almost like a hobby, rather than living your life through Welsh [...]

I think it's about nibbling away at it, really. I've done Welsh language awareness training with the managers, and I think that needs to be spread out to staff. There is an online Welsh awareness module that was part of our intranet on the Council, and that's probably been launched since the last time I spoke to you or the last time it was new. It's only been going a couple of months, and all staff are encouraged to do that. Unfortunately, it's two hours long.

It's encouraged at the moment, but with the Welsh Language Standards, it will be required that somebody does it. All staff has to undertake it, whether it's through me or online. Online is more accessible to a lot of people, but when it's two hours long, it puts people off. So, the Welsh Language Unit within the Council is trying to think—maybe we need to cut it down to make it more achievable and more people would be more likely to do it.

Hence, while in general there is a lack of awareness within the social sector about the Welsh language and language need, there is a particular lack of awareness within Children's Services. Consequently, the Welsh Language Coordinator felt that the Welsh language awareness training would help enlighten service workers. However, before this enlightenment, first staff have to complete their assessments and agree to the training, which is challenging given the cultural obstinacy.

Once the language assessments are completed, then workforce planning can start to determine if there is enough bilingual capacity to meet

the needs of service users. If there is not enough capacity, then capacity building is needed.

In Adult services, we've completed the skills assessments, each manager will know how many Welsh speakers and to what level of Welsh they speak within their team and decide that we have nothing, but somebody would like to learn Welsh, then the resources could go into that one person, or there could be people who need to polish their Welsh to come up to a standard, which in that case they would choose a different type of course. So, yes, it is an individual decision made by the needs of the team [...] we don't know the full impact of this. It's been really—there have been quite a few people who've shown an interest, which is great, but if it gets too much, there will be a cost implication, obviously, if you're allowing people time off work to do that. But at the moment, it's seen as an encouraging thing that people receive in a positive way.

When asked how Welsh language training is conducted, the Welsh

Language Coordinator confirmed what the policy officer stated in section

5.3.1.1.1 concerning Cardiff Council's relationship with Cardiff University

Welsh for Adults and the manner in which Council staff are sponsored to learn Welsh.

All staff have access to lessons, which are provided through Welsh for Adults, through the university. So, there's no in-house Welsh language training. There used to be, you know, some people coming in and doing sessions, but I think that the academy now in the Council refer everybody and sponsor people through this, so it can be done in work time and it will be free for the member of staff [...] The Council Academy will pay for them to attend lessons in work hours and out, as well. So, many of the classes are in the evening. It depends on the demand. We've got a limited budget, but I think it would have to be authorised by the manager, if it was an asset to the team, then definitely they would get paid [...]

I've had a number of people who've asked me how to do this, or they tried or how do I access this, encouragingly, really. Lots of people since I've done the Welsh language awareness stuff and talking about it and sending stuff out—because I do send out the, monthly newsletter to all staff with, you know, what's happened, don't forget to put this at the bottom of your email or these lessons are available. People have written to me. There is a will out there to learn Welsh.

Some managers have come to me and said, you know, I can't afford to let so and so go twice a week to lessons. So, what we've said, really, is it's not about anybody who wants to learn Welsh as an interest. It's about people who want to learn it or improve their Welsh that will contribute to the team's ability to provide a Welsh

bilingual service. So, if you're bringing the skill back into the team—and that would be agreed with your manager that you, you, and you will provide that resource for the team then.

Again, the Welsh Language Coordinator is adopting the message of the Asset Model, in promoting the Welsh language as a workforce skill. The time taken to attend Welsh lessons should not be seen as time away but rather an investment in providing Welsh language services.

When described the Sabbatical Scheme Model and asked whether s/he felt it would be applicable to the social sector, the Welsh Language Coordinator gave it thought and responded:

If you asked a team manager, the answer would be no. Because it would be taking a social worker out of the team for three months, say if it's twelve weeks or whatever. And that would have a big impact on day to day work. There may be some roles you can do that with [...] back room stuff [...] But, I think that it would present the manager with a big challenge [...] If the manager felt that it would be of great value to the team, then I suppose it could be considered. People do apply for sabbaticals, sabbaticals are available to staff, but the managers would have to think about, 'I need backfill' [...]. And there is no such thing [as supply teachers] in social work. Because even to second somebody within the Council, within social services, a lot of managers say no, because they know they won't get any backfill for that person. So, it's not easy.

Thus, the Welsh Language Coordinator did not find the Sabbatical Scheme Model to be applicable to social care, because of the structure of it being a block course and thus the practicality of needing backfill, someone to replace the social worker who would go on sabbatical, and the unlikelihood of receiving that replacement. This was the same justification used by the Welsh Language Officer of the Cardiff and the Vale University Health Board in section 5.3.2.1.

When asked about Welsh for Adults' Welsh in the Workplace arrangement as an alternative model, the Welsh Language Coordinator became very enthusiastic:

Yes! The reason why I say that straight away is because I've looked at that, as our first point of contact teams will need to have some specific training in terms of their reception duties. And I looked at the website for Welsh for Adults, I saw that, and I thought that would be ideal. And that could be something that could be easily arranged, I think, for staff—for those specific teams then, because it's very specific roles. So I would like to do that, definitely. Yes. Yes.

And people have said, staff have asked me, if people can come in to teach them; and I say no we don't have that facility at the moment. But I think that with this specific role, I think it would be ideal. It would be great.

I think it would give people confidence, definitely [...] to have someone come in who can give them that confidence to deal with those situations—because that's what we're going to be measured on. When people contact the Council, it's that first point of contact that people will measure. So, it's important that we get that right.

In section 5.3.1.1.2, the policy officer indicated that there is a tension between Cardiff Council corporate policy concerning Welsh language training and managers and HR professionals; specifically in allowing staff to attend training during work hours. The Welsh Language Coordinator did indicate there was some tension, in stating that “*Some managers have come to me and said, you know, I can't afford to let so and so go twice a week to lessons*”; however, s/he is trying to counteract this tension through Welsh language awareness and focusing on the Welsh language as an asset to be utilised in the workplace.

In regards to other roles within the social sector, the Welsh Language Coordinator felt in the first interview that it would not be as easy:

Out of the 170 home carers we employ, only 5 admitted to speaking Welsh, some Welsh, and nobody admitted to speaking fluent Welsh. It was just some level of Welsh, and only 5 out of 170 was a very low number [...] But, talking about how we're going to achieve that with home carers is difficult, because they are actually caring most of the day. And, logistically, it's difficult to get training sessions with home carers at all.

[...] In one instance there is a group that's got this sort of down time, an hour a week with some carers; and ten of those would like to improve their Welsh. So, [a manager] asked me whether I can do something over a number of weeks; and that's what I'm doing at the moment. I'm trying to find either somebody to come in and teach

it or whether I could do it with whatever resources. Nothing exists. And we don't—In Cardiff Council, we don't have what was a Community Education team.

In the good ole days, they would have done a bit of training with us, for us; but because everything is commissioned out now to Welsh for Adults, we don't hold anything in-house. And that, although it's great that we got the facilities of the Centre, it means that some of that informal stuff is more challenging for us to achieve. And obviously costly. So, it is going to be a bit of a challenge, that.

In the second interview, the Welsh Language Coordinator revealed great progress s/he made in creating a training programme for home carers within the Council.

So when it comes down to social care staff, so that's the carers that actually go into people's homes, in particular, I'm working on a training programme for them. I've found a Welsh language tutor who is prepared to support me to set up a programme. She would probably do the first session with me, and if she feels I'm competent enough to carry on that, we'll set up a programme that can be used then for staff. And what we're thinking about is something like five or six week weekly, 45 minutes at the most, sessions with a number of home carers and the Welsh language lessons will be around their role as carers. So, you know, thinking about socialising, preparing food, clothes, movement, whatever, around the house. It will all be relevant stuff for people. Not necessarily expecting them to be totally fluent, but if they can use the odd phrase in Welsh, that will make a big difference. They've identified ten home carers that would be happy to do this, and one of them said, 'I don't speak Welsh, but I know the odd word. And I know when I use it with this particular service user, it puts a smile on her face'. So, she said, 'I'd be happy to use that as evidence that we need it.' So I thought that was encouraging.

So, I have seen the material they use in Carmarthenshire County Council that was provided by their community education department; so I'll take some of those phrases. And of course there've been several, you know, like the pocket book for health and social care. So, this tutor is going to sit down with me, and we are going to compile a programme together which we will deliver.

If that works well, then it's something that can be transferred to the independent sector, because a lot of our—we've got about 100 internal home carers and home care staff, but we commission a lot of care to independent outside, for domiciliary care, in particular. And there are independent private agencies who will need to be able to provide Welsh language service. And if it's sort of a package that we can use, get them to use the same package, then that's how I see it rolling on, really.

As a result of finding none of the Welsh for Adults courses or arrangements

suiting for home care staff, the Welsh Language Coordinator designed a unique training programme for them, in order to meet the needs of their limited time available and social care-centred Welsh language lessons. Although it is encouraging to see the Welsh Language Coordinator take this initiative, it is concerning that s/he had to do so in the first place. The Welsh Language Coordinator's actions can be seen as a result of not having a systemic Welsh language training scheme targeted toward health and social care workers, leading to the continuation of the ad hoc nature of Welsh language training in the sectors.

The Welsh Language Coordinator also spoke about his/her work designing a poster and promoting the normalisation of Welsh language use in social services:

And one of the things that they mentioned [at the More than just words conference] was that they had "Welsh on the Wall", the poster. And I thought, that's a good idea. So, I went, in fact, and bought a "Welsh on the Wall" poster, and I've looked at it; and I thought, what would be good would be to have that as an aide mémoire on office walls throughout Social Services, in every office, to encourage people to speak Welsh. And, I've contacted a local Welsh-medium secondary school and their art department, and I've said, 'Look, do you fancy doing a joint-project where the pupils help to design this poster if we give them the text?'; which I think would be great, because it would be a joint project, bringing in kids as well.

Since I've been working at the Training Centre, I would go in and say 'Bore da', and within weeks, everybody now says 'Bore da' in the office, and you know, 'Ti eisiau paned o de?' Just a few words were enough getting the staff used to, encouraging the staff to use it [...] It's not scary. It's not ramming Welsh down their throats. It's just a sort of subtle way of doing it [...] Well, you know we were talking about different things. There were people who had done Welsh at school, even up to GCSE and A Level who would say that they're not Welsh speakers. And there's one girl on our team, in particular, her Welsh is really good. She's never—'Oh, I don't speak Welsh, I don't speak Welsh'. Because we've been messing around, you know, with making a cup of coffee and this sort of thing, 'Oh, bendigedig!' And then, she'll say something, and it's all sort of, 'That's brilliant! Your pronunciation is great! You've just rattled off a sentence or two.' And she says, 'You know what? It's coming back to me now.' So, it's developing a culture within the office and

without, as I said, ramming it down people's throat.

Hence, in addition to building capacity within the social sector through Welsh language training, the Welsh Language Coordinator also believed it was important to strengthen the capacity of the workforce through promoting the use of Welsh. Encouraging people to use the Welsh they have and praising them when they do helps to increase their confidence and develop a culture where Welsh is a workforce skill and valued asset. As the Welsh Language Coordinator said:

If you've got the resources there, we need to put the effort in to encourage and build up that confidence, because it's down to confidence. There are people out there who still declare that they don't speak Welsh, but when you sit down with them, chat with them, they've done an A level in Welsh; but they still don't have the confidence to say, I'm a Welsh speaker. It's all about building up that confidence to get them to admit, to confess, almost, that they speak Welsh, that they can speak Welsh; that it doesn't matter, we're not looking for a high level of Welsh, we're looking at people who can speak Welsh with service users about everyday things and encouraging people to do that.

The Welsh Language Coordinator's approach to building and strengthening the bilingual capacity of his/her social sector workforce differs from his/her colleagues, the policy officer representing Bilingual Cardiff and the Welsh Language Officer of Cardiff and the Vale University Health Board. In identifying the tension between managers and corporate policy concerning Welsh language services and training, the Welsh Language Coordinator targeted Welsh language awareness specifically to managers in order to bridge the gap in understanding. Indeed, s/he found it successful in changing managers' views on the Welsh language as a priority and increasing enthusiasm concerning Welsh language services and training. Another aspect in which the Welsh Language Coordinator differed from the Bilingual Cardiff policy officer and the Cardiff and Vale

University Health Board Welsh Language Officer concerned training itself. S/he identified that Welsh for Adults courses did not suit the needs of home care staff and consequently was designing a unique Welsh language training programme for them in pursuit of increasing their Welsh language skills to use in their work.

5.4 Interview Conclusions

This conclusion section is presented in the order of the three questions set out in section 5.1, i.e. the following three sections. As stated in section 3.5.1, it is understood that, due to the limitations of the interview sampling, these results reflect practices and/or views concerning the Cardiff region and not across Wales. How this current research could be expanded to include the entirety of Wales will be discussed in the following chapter.

5.4.1 How is Welsh viewed within health and social care in practice?

On the basis of the interviews conducted for this thesis, it would appear that Welsh is not seen as a priority within health and social sectors in the Cardiff region. Some of this is in part due to a lack of Welsh language awareness. This is especially seen with managers who are the gate-keepers to implementing Welsh language services and training. When the Welsh Language Officer of Cardiff and the Vale University Health Board and the Welsh Language Coordinator conducted their Welsh language awareness sessions, they both found it to be effective in helping health and social care staff understand: language need, Welsh-English bilingualism in Cardiff, and the importance of making use of one's Welsh language skills and considering them a workforce asset. Once staff understand that Welsh language provision is about patient-centred care, they are more amenable to the Welsh language policies put forward through *More than just words* (Welsh Government 2012b) and the Welsh Language Standards. However,

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speaking to all staff is not enough; the Welsh Language Coordinator found through specifically targeting managers with Welsh language awareness training, s/he found a visible change in attitude and enthusiasm from managers to implement Welsh language services and training.

In saying that, there is still hesitation in regards to the language policies and regulations, for fear of not having enough supply to meet demand. As a result, the 'Active Offer', while promoted to staff, is not promoted to the public within Cardiff Council. The organisation relies on a soft deployment of the policy so they will appear to be in compliance while also meeting a smaller demand. Yet one would argue that to not actively offer the 'Active Offer' is counter-intuitive and does not meet compliance of the policy. The justification is a lack of bilingual capacity to supply Welsh language services, which can be solved via recruitment or training.

Cardiff Council has evaluated its recruitment posts and for appropriate posts mark them as Welsh-essential or Welsh-desirable; however there is difficulty in finding qualified Welsh speaking candidates. It is unclear whether this is due to a general recruitment shortage or as a result of the Welsh-essential/Welsh-desirable addition to the post. At both Cardiff Council and Cardiff and the Vale University Health Board, there is a fear of advertising Welsh-desirable or essential posts, for fear of (1) turning away qualified candidates from the position or (2) having to choose a Welsh speaker over someone qualified for the position; and at the Health Board, senior managers have actively chosen not to advertise posts as Welsh-essential or Welsh-desirable. As for the first, there is no evidence that these fears are justified; in fact, Cardiff and the Vale University Health Board Welsh Language Officer provided evidence that the Aneurin Bevan

University Health Board conducted a pilot proving the opposite. Concerning the second, there is also no evidence illustrating this phenomena. The reasoning behind these fears may be another aspect of managers lacking language awareness and misunderstanding the policy: if a position is Welsh-desirable then it would be an extra skill to consider after it is established that the candidate meets the qualifications; and if a position is Welsh-essential, then Welsh is *essential* to the post. At any rate, the result of this reluctance to add Welsh skills to recruitment adverts is that recruitment cannot be seen as a reliable means of increasing bilingual capacity. Unless changes are made to the methods of recruitment, Welsh language training opportunities for current staff are the only means of reliably building bilingual capacity.

5.4.2 What Welsh language training opportunities are available within the health and social care sectors?

Both Cardiff and Vale University Health Board and Cardiff Council utilise Welsh for Adults courses for their staff to attend Welsh language courses. These courses are sponsored by the organisations, so staff do not have to pay for them. While technically there is nothing barring staff from attending intensive courses or attending any course during work hours; culturally, it is discouraged at both organisations, due to time away from work and conflicting priorities. As a result, weekly courses during personal time are the type of training staff are most likely to attend.

Both the Cardiff and the Vale University Health Board Welsh Language Officer and the Welsh Language Coordinator of social services within Cardiff Council appreciated Welsh for Adults' Welsh in the Workplace arrangement. The former indicated that it had been used in the past at the Health Board, but only for one day. It was found to be effective

for those who attended; however attendance itself was a problem. Taking people away from their duties during work is a difficult task, due to conflicting priorities. The latter plans to adapt the Welsh in the Workplace arrangement to suit the needs of his/her home carer workforce.

Additionally, both subscribed to the message of the Care Council's Asset Model and promoted the acknowledgment of Welsh as a workforce skill, one that should be used by service providers when needed by a service user. This promotion was done in their Welsh language awareness sessions, the Cardiff and Vale University Health Board Welsh Language Officer's *Cinio a Chlonc* | Lunch and Chat, and the Cardiff Council Welsh Language Coordinator of social services development of a social care-centred 'Welsh on the Wall' poster and promotion of Welsh in Social Services offices. These items help strengthen the Welsh language capacity of the workforce, by helping to increase confidence to use Welsh language skills in work.

5.4.3 Would the Sabbatical Scheme model be applicable within the health and social care sectors in the Cardiff region?

Both the Welsh Language Officer of Cardiff and Vale University Health Board and the Welsh Language Coordinator of social services in Cardiff Council did not believe that the Sabbatical Scheme Model would be applicable in their respective organisations. The practicality of having a member of staff be away from work and no one to replace them would make the scheme untenable. Finding backfill to replace the staff on sabbatical would be highly challenging, given the shortage of current staff and difficulty in recruitment within the sectors.

5.5 Conclusions

Given the findings of these interviews, at the moment, it would appear that the Sabbatical Scheme Model would not be applicable to the

health and social sectors. This is not due to the content of the scheme, but rather the structure: being a ten-week block course. Given the current staffing shortages, it is highly unlikely that staff would be given sabbatical to attend the course.

The research conducted has been illuminating in showing how Cardiff Council and Cardiff and the Vale University Health Board are currently approaching the 'Active Offer' and Welsh language training. It has also raised new concerns about the prioritisation of the Welsh language in the Cardiff region health and social care sectors and how the lack of bilingual capacity affects the offer and delivery of Welsh language services. These concerns, along with all the conclusions this research has found, are discussed in the following and final chapter.

6 Conclusions

6.1 Introduction

In order to address the research questions set out in Chapter 1, this thesis investigated and analysed two scenarios of workplace Welsh language training: (1) the Welsh National Sabbatical Scheme's effectiveness and its best practices in terms of increasing the skills and confidence of its English-medium, primary school teacher participants, and (2) Welsh language training within the health and social care sectors. The purpose of this investigation was to assess the potential applicability of the Sabbatical Scheme to Welsh language training in the health and social care sectors, with the objective of increasing the Welsh language provision in those sectors.

In section 2.1.1, the analytical model focusing on capacity and use (Boisvert and LeBlanc 2003, p. 10) was analysed and thereafter used as a model to ascertain how language use and capacity are connected and how both may relate to the language of work and language of service provision. Section 6.4.1 discusses insights drawn from the appraisal of this model and the modifications proposed based on the findings of the original research collected for this thesis.

Recommendations and suggestions for further research are offered throughout this chapter, based on the analysis of the original research findings.

6.2 Conclusions on Welsh Language Training in the Education Sector

The research analysed in Chapter 4 (the Sabbatical Scheme Case Studies) found that the Welsh National Sabbatical Scheme's *sylfaen* | foundation course is effective in increasing Welsh fluency and confidence levels of participants on average to a score of between 4 and 5 out of 7. As

stated in section 4.5.3.1, one of the distinct advantages of the scheme that the research discovered is its intensive and immersive nature. One of the most valuable Sabbatical Scheme activities that the research found is the *meicro ddysgu* / micro teaching, which allows participants to apply and practice the Welsh language skills they have learned while on the course in a simulated classroom setting, as they would once they return to their own classrooms. This research has shown that the course units/notes/PowerPoint presentations and games resources aid the participants, both in increasing their fluency and confidence whilst simultaneously helping them apply their new-found knowledge when they return to school.

6.2.1 Recommendation 1: The Welsh National Sabbatical Scheme should continue

The purpose of the *sylfaen* | foundation course of the Welsh National Sabbatical Scheme is to increase the number of primary school teachers with Welsh language skills in English-medium schools in order for their schools to be better prepared to produce bilingual students through teaching Welsh as a second language. An analysis using univariate, bivariate, and inductive analysis of the original data in Chapter 4 lead to the extrapolation that the Sabbatical Scheme is effective in producing teachers with the skill-sets to teach Welsh as a second language. Consequently, the teachers, schools, and education system benefit from the Sabbatical Scheme, through increasing the skill-sets and confidence levels of the teachers who can return to the schools in Wales to teach Welsh at a higher level and with more confidence. Further research is needed to understand the Welsh National Sabbatical Scheme's effect on students whose teachers have completed the scheme. Teachers and schools also have an added benefit as, respectively: they benefit from networking opportunities and increased

Welsh support for other members of staff. The conclusions of this research therefore point to its efficacy, and from this it is recommended that the Welsh National Sabbatical Scheme's *sylfaen* | foundation course should continue to be funded and run as a model of language capacity building and strengthening. Further research is needed to investigate other Welsh National Sabbatical Scheme courses and their effectiveness. In particular, it would be intriguing to learn how the year-long course discussed in section 6.2.3 compares to the three-month *sylfaen* | foundation course studied in this research.

6.2.2 Recommendation 2: The Welsh National Sabbatical Scheme's *meicro ddysgu* | micro teaching activity should be given more weight in assessments

As discussed in section 4.5.4.1, the analysis of the original data collected and analysed in the Sabbatical Scheme Case Studies leads to the conclusion that the *meicro ddysgu* | micro teaching is a valuable activity of the Welsh National Sabbatical Scheme. It allows participants to apply the Welsh skills they have learned on the course to simulate how they would use their skills once they return to their own classrooms—which is the purpose of the Sabbatical Scheme. Consequently, it is valued by the majority of participants and tutors. However, currently it is worth relatively little in their assessments: 4 credits out of 60 (a mere 6.67%). As result of this research, it is recommended that the Welsh National Sabbatical Scheme's *meicro ddysgu* | micro teaching activity be given more weight in its WJEC assessments, in order to reflect its importance on the scheme.

6.2.3 Recommendation 3: The Welsh National Sabbatical Scheme should have a *canolradd* | intermediate course

In July 2017, the Welsh Government (2017b) launched the final version of its new Welsh language strategy *Cymraeg 2050: A million Welsh*

speakers by 2050, henceforth *Cymraeg 2050*. In order to meet the challenge of Wales having a million Welsh speakers by 2050, the Welsh Government (2017b) means to

secure favourable circumstances throughout the country that support language acquisition and use of Welsh language skills. [The Welsh Government] want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and a greater appreciation of Welsh language skills in the workplace. At the same time, [the Welsh Government is] committed to supporting people to use Welsh socially, at work, and when accessing services. (p. 7)

Regarding the education system, the strategy makes clear the importance of the workforce in fulfilling the Welsh Government's goal of a million speakers:

In order to create more speakers, our education system is completely dependent on the workforce—teachers, support staff, early years practitioners, trainers and lecturers. If we are to increase the numbers who speak and use Welsh to the extent required, the first necessary step will be to lay the foundations to create an adequate supply of teachers and practitioners in the right places to teach children and young people through the medium of Welsh. Creating a workforce with robust linguistic skills, able to inspire and motivate learners, is essential to the success of the strategy. Our greatest priority will be to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools. (Welsh Government 2017b, p. 43)

Concerning the latter priority, “improving how Welsh is taught in English-medium schools”, the Sabbatical Scheme *sylfaen* | foundation course studied in this research is an asset in building and strengthening the capacity of the English-medium education workforce to teach Welsh as a second language. According to the strategy's technical report, “By 2050, the aim in the strategy is for 40% of children (in each year group) to be in Welsh-medium education...with the remainder in English-medium education” (Welsh Government 2017d, p. 9). The *sylfaen* | foundation course studied, should it still be needed in 2050, will meet the needs of those 60% of the

education workforce working in English-medium schools. The same cannot be said concerning the former priority: increasing capacity to expand Welsh-medium education. Along with training new teachers, to create the above "adequate supply of teachers and practitioners" to "increase the system's capacity [i.e. building Welsh language capacity] to meet the need to expand Welsh-medium education and training", the Welsh Government aims to "expand sabbatical schemes and professional learning opportunities for the current workforce" (Welsh Government 2017b, p. 43). This expansion would be needed as the Sabbatical Scheme *sylfaen* | foundation course studied does not in itself bridge participants from being a teacher in an English-medium school to one in a Welsh-medium school.

Although the data collected and analysed in the Sabbatical Scheme Case Studies illustrates increased Welsh language skills and confidence to use those skills, it does not show evidence of one becoming a functional bilingual as a result of the course. The course studied was a *sylfaen* | foundation level course and targeted toward primary teachers from English-medium schools, and at the time of study the only other courses offered were *mynediad* | entry level targeted toward teaching assistants and *uwch* | higher level targeted toward teachers from Welsh-medium schools. If a course participant wished to further their fluency, there was no bridge course available for them to move from *sylfaen* | foundation to *uwch* | higher, e.g. a *canolradd* | intermediate level course. This lack of a *canolradd* | intermediate course stymied participants from continuing their pursuit to become a functional bilingual, thereby being able to transition into Welsh-medium teaching, without having to self-study or use other courses that were not tailored toward their occupation, like Welsh for

Adults.

This shortfall in the Welsh National Sabbatical Scheme has been recently remedied. In July 2017, the Welsh Government (2017a) announced “a new one-year pilot sabbatical scheme course for primary teachers to develop their Welsh-language skills will be delivered” and have allocated “£1,200,000 to support the provision and expansion of the national sabbatical scheme”. This pilot course is provided at Cardiff University, Bangor University, and the UWTSD and targets English-medium primary teachers. The teachers are released from their schools for one year to attend the scheme with the following schedule:

1. Autumn Term: 4 September 2017-22 December 2017
 - 5 days a week at the provider institution
2. Spring Term: 8 January 2018-29 March 2018
 - 4 days a week at the provider institution
 - 1 day a week at school planning
3. Summer Term: 16 April 2018-24 July 2019
 - 3 days a week at the provider
 - 1 day a week at school planning
 - 1 day a week at a Welsh-medium school

While at the provider institution, teachers will receive *sylfaen* / foundation and *canolradd* | intermediate levels of Welsh instruction. During the spring and summer terms, the teachers will spend one day a week at their school focusing on planning with their head teachers, school Welsh language coordinator, and/or the local education consortium Welsh language education officer. In the summer term, for one day a week the teachers will be sent to a Welsh-medium school to observe how Welsh-medium teachers use bilingual immersion techniques, form links between English-medium and Welsh-medium schools, and practice their Welsh skills. It would be interesting to observe how the intensive/immersive quality of the three-month, one-term course, concluded to be highly valuable in the Sabbatical

Scheme Case studies (section 4.5.3.1), will be expanded to three terms and how school planning and visiting a Welsh-medium school will contribute to the Sabbatical Scheme experience of the participants.

Additionally, the teachers will be required to conduct three *meicro ddysgu* | micro teachings per term, thus conducting nine in total during the course. As discussed in section 4.5.4.1, the *meicro ddysgu* | micro teaching activity is distinctly valuable in that it allows participants to apply the Welsh skills they have learned on the course to simulate how they would use their skills upon returning to their own classrooms, which is the purpose of the Welsh National Sabbatical Scheme. In section 6.2.2, it is recommended to be given greater weight in WJEC assessments as a result of its value.

According to Cardiff University's Sabbatical Scheme Coordinator, the responses from the head teachers have been positive. Some had been hesitant to release their teachers to attend the three-month course, for concerns of locating a supply teacher to cover for only one term and lack of continuity for students. With the course being yearlong, one supply teacher can be brought in on a yearlong contract, and the students will not have to change teachers during the year. It remains to be seen if a similar finding will be seen with the *Cymraeg Gwaith* | Work Welsh courses discussed in sections 6.3 and 6.4.3.2.1.

If this pilot is successful, it would be one of the bridges needed for English-medium teachers to transition into Welsh-medium teaching. Not only will the participants be taught through *canolradd* | intermediate level Welsh, but they will also experience a term being in a Welsh-medium classroom once a week, both strengthening their own skills and learning

Welsh-medium pedagogical techniques. Gaining understanding of how a Welsh-medium classroom is run and how children are immersed in the language may aid the participants in becoming confident to pursue Welsh-medium teaching.

In addition to this new yearlong *sylfaen* | foundation to *canolradd* | intermediate course, more course options should be piloted. For example, a standalone three-month *canolradd* | intermediate course would be beneficial for those who can only be away from school for one term; or year-long *canolradd* | intermediate to *uwch* | higher course, for those who the yearlong course schedule is better and already have *sylfaen* | foundation level skills but wish to improve. It is without a doubt that in order to meet the demands of *Cymraeg 2050* (Welsh Government 2017b), the Sabbatical Scheme will need to (continue to) be expanded to allow for English-medium teachers to cross the *canolradd* | intermediate gap on the journey to becoming Welsh-medium educators.

6.3 Conclusions on Welsh Language Training in the Cardiff Region Health and Social Sectors

In light of the findings of the Sabbatical Scheme Case Studies, a health and social care version of the Sabbatical Scheme Model was created (see section 5.2) and presented to Cardiff region health and social care sector interviewees, to investigate to what degree, if any, the model would be applicable in their sectors. The interview sample was limited, as stated previously in section 3.5.1, and as a result reflects practices and/or views of the Cardiff region and not all of Wales, and further research is needed to investigate how these findings compare to other regions of Wales with different sociolinguistic situations (the Cardiff context having been discussed in Chapter 1). With that in mind, the conclusions found do

resonate with Welsh Government policy statements, as will be discussed in sections 6.4.5 and 6.4.6. Specific conclusions of these interviews are discussed below.

The findings of these interviews indicate that the Welsh language is not seen as a priority within the health and social care sectors in the Cardiff region, in part due to a lack of Welsh language awareness by managers who are the gate-keepers to implementing Welsh language services and training. When Welsh language awareness sessions were conducted by those interviewed, they believed the sessions were successful in helping the health and social care staff understand that language need is:

- integral to patient-centred care,
- Welsh-English bilingualism,
- and the importance of making use of one's Welsh language skills and considering them a workforce asset.

When awareness sessions have taken place, interviewees perceived session participants to be more receptive to understanding and prioritising Welsh language services.

The Welsh Language Officer of the Cardiff and Vale University Health Board and the Welsh Language Coordinator of Cardiff Council's social services did not believe that the Sabbatical Scheme Model could be implemented in their organisations: not because the model would not work, in itself, but rather due to the time taken away from work to complete the course. This was a surmountable obstacle to the teachers who attended the Welsh National Sabbatical Scheme. However, concerning the health and social sectors, the Welsh Language Officer of Cardiff and Vale University Health Board and the Welsh Language Coordinator of Cardiff Council's social services conveyed that the sectors are having difficulty in recruiting full-time members of staff; finding those that would work as backfill for

those attending a sabbatical course would be highly improbable. That said, since these interviews have taken place and field work concluded, the National Centre for Learning Welsh (2017b) has launched *Cymraeg Gwaith* | Work Welsh, which includes intensive courses that are up to 30 weeks long at two days a week. Further research would be needed to determine whether *Cymraeg Gwaith* | Work Welsh's schedules of intensive courses would be more manageable for Cardiff and Vale University Health Board and Cardiff Council to allow employees to attend. Anecdotal evidence suggests that the providers are finding it difficult to recruit participants, given the intensive nature of the courses.

While the interviewees did not find that the Sabbatical Scheme Model could be implemented in their organisations, they discussed other models that have been put into place to increase and strengthen the bilingual capacity of their workforces. The Care Council for Wales promoted the Asset Model, Cardiff Council uses Welsh for Adults and similar language training courses, and the Cardiff and Vale University Health Board uses Welsh for Adults and *Cinio a Chlonc* | Lunch and Chat. These models, including the Sabbatical Scheme Model, can be classified into two categories: ones that strengthen and ones that build language capacity. Language capacity strengthening and building will be discussed below and recommendations concerning the health and social sectors will be made at the conclusion of this discussion.

6.4 Language Capacity Strengthening vs. Language Capacity Building

In section 2.1.1, the analytical model focusing on capacity and use (as well as the definitions of capacity and use) was introduced. We now revisit this model and adapt it to include and distinguish language capacity

building and language capacity strengthening. Models of both will be identified and discussed. The importance of distinguishing between capacity building and strengthening, in terms of this thesis, will be discussed in 6.4.4.

6.4.1 Analytical Model Focusing on Capacity and Use, Revisited

As stated in section 2.1.1, in 2003, the Canadian Centre for Management Development published a report (Boisvert and LeBlanc) on the findings from an Action-Research Roundtable on official languages in the workplace, where capacity and use are defined and the analytical model focusing on capacity and use (p. 10), seen in Figure 1 was developed.

Capacity is defined as the:

ability of an organization to function in both official languages. It is affected, in particular, by the equitable representation among staff of the two linguistic communities, the recruitment and retention of personnel, the attainment of the linguistic profile in respect of bilingual positions and staffing policy governing such positions, language training, and the governance of official languages programs. (Boisvert and LeBlanc 2003, p. 9)

Use is defined as “refer[ing] to the effective use in organizations of the official languages. [...] Use is affected by conditions in the organizational environment and individual attitudes, perceptions and behaviour” (Boisvert and LeBlanc 2003, p. 9). The model and definitions are used in this research as the foundation to the understanding of language capacity and use and their relationship with the language of work and language of service.

As the research developed within this thesis, it became clear that there are two other terms that need to be defined and included within this model: language capacity building and language capacity strengthening. The term language capacity building is used often within this thesis as a means to describe the act of increasing the bilingual language capacity of an

organisation, e.g. through recruiting bilingual speakers and/or increasing the fluency levels of the current workforce through language training. Language capacity strengthening, on the other hand, describes the means of increasing the use of the language, e.g. building the confidence of the current workforce to use their language skills. The fundamental difference between the two is that language capacity building increases the language fluency of the workforce while language capacity strengthening increases the confidence of the workforce to use the language skills it already possesses.

Within the model, the following modifications have been made as a result of this research, as seen in [Figure 71](#): the arrow leading from capacity to use has been labelled ‘Capacity Building’ and the arrow leading from use to capacity has been labelled ‘Capacity Strengthening’.

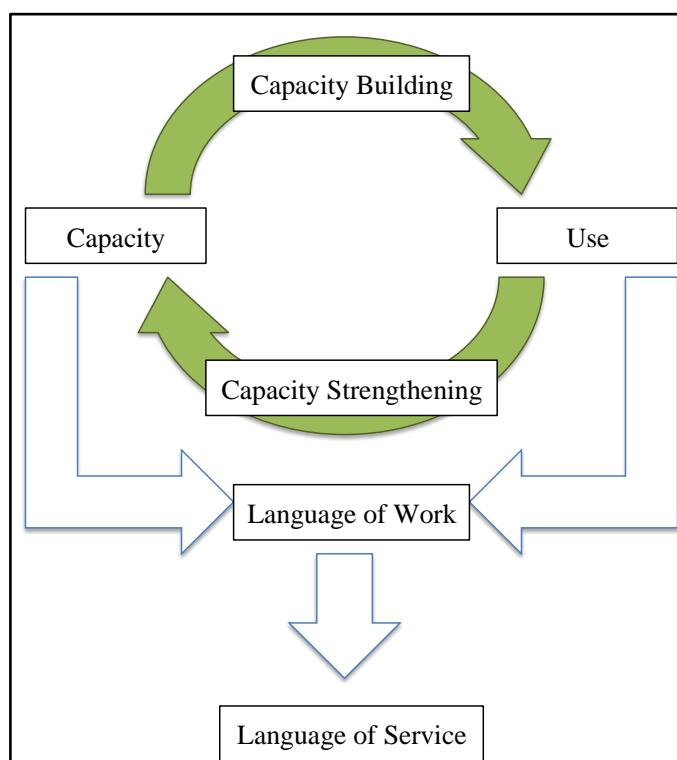


Figure 71: Modified analytical model focusing on capacity and use, adapted from Boisvert and LeBlanc (2003, p. 10)

Language capacity building increases the workforce’s language capacity through increasing the numbers within the workforce who have the skills to

use a given language. However, bilingual capacity in and of itself does not guarantee a bilingual service. If bilingual workers feel hesitant to use their language skills because of a lack of confidence, then the bilingual capacity of the workforce is weak. The language must be used. Through increasing use, via encouragement and/or confidence building, the language capacity of the workforce strengthens. A workforce's strong bilingual capacity will lead to a strong bilingual service, as the workforce will have the language capacity and the confidence to use the language in their work.

However, it is important to note that capacity strengthening does not increase capacity itself. For example, if one were to use capacity strengthening models successfully, (as discussed in section 6.4.2) it may appear that the language capacity of the workforce has increased, as more of the workforce openly declare their language skills and have the confidence to use them. Yet, this is merely an illusion. The capacity always existed: but was hidden.

Within this research, models of both language capacity strengthening and building have been identified and are discussed in the following sections.

6.4.2 Language Capacity Strengthening Models

The hallmark of a capacity strengthening model is that it focuses on increasing the use of the existing bilingual capacity—visible/audible or otherwise—of the workforce. Two such models that fall into this category are: the Asset Model and *Cinio a Chlonc* | Lunch and Chat.

6.4.2.1 Care Council for Wales: Asset Model

As discussed in section 5.3.1.1.1, the Care Council for Wales created the Asset Model in order to address the use of Welsh within the social care sector. The model establishes that Welsh is a skill like any other,

with various levels of skill that can be utilised in the workforce. Instead of harbouring personal feelings of embarrassment and/or failure when it comes to the level of their Welsh skills, staff are encouraged to put those aside and use the skills they have to help service users. One does not have to be fluent to be considered a Welsh speaker and able to use one's Welsh skills within one's work. In utilising the Asset Model, an organisation can identify its workforce's existing, yet previously hidden, bilingual capacity and plan to use that capacity appropriately in order to actively offer and deliver services to service users.

This model focusing on encouraging use of the current bilingual capacity, as opposed to increasing Welsh fluency within the workforce, marks the Asset Model as a capacity strengthening model. The target of the Asset Model is the previously untapped capacity, those Welsh speakers that for whatever reason had decided to not to declare their Welsh skills and use them in work. These speakers are encouraged to utilise their skills and increase their confidence in using them in work.

As stated in section 5.3.1.1.1, the benefit of this model is that the time and money required to be invested would be relatively low: the expense would go towards documenting staff's language skills and subsequent workforce planning. All that is required is to identify and utilise the existing hidden bilingual capacity of the workforce. However, the weakness of this model is that it relies on the supposition of there being a hidden bilingual capacity in the first instance. Once the staff's Welsh language skills are audited, it might be concluded that there is little or no bilingual capacity to strengthen. One would not know this until the language skills of the workforce are documented.

This documentation can be done through a self-assessment survey like the Care Council's "Language Skills Framework" (see section 5.3.1.1.1) or through the:

Diagnostic Tool currently being developed by the National Centre [for Learning Welsh]... This tool allows learners to assess their reading, writing, listening and speaking skills. The user will receive a result based on the National Centre's curriculum competence framework which will place them on one of these levels: Entry, Foundation, Intermediate, Advanced and Proficiency. (National Centre for Learning Welsh 2017a, p. 16)

This tool will be easily accessible at learnwelsh.cymru and is intended to respond to employers' needs in documenting the Welsh language skills of their workforce (National Centre for Learning Welsh 2017a, p. 16). Once the results of the Welsh language skills audit are available, organisations can develop workforce planning strategies to encourage the use of Welsh by staff.

6.4.2.2 *Cardiff and Vale University Health Board: Cinio a Chlono | Lunch and Chat*

As discussed in section 5.3.2.1, the Welsh Language Officer of Cardiff and the Vale University Health Board, utilises *Cinio a Chlono* | Lunch and Chat as a method to help his/her colleagues increase their confidence in using Welsh. Staff are invited to bring their lunch or a cup of coffee and sit down for an hour and chat through the medium of Welsh. Sometimes they conduct game exercises (for example describing a book or a film using only Welsh with the others having to guess the title) with the goal being to help individuals return to using Welsh again in conversation aside from the standard phrases. The targeted participants of *Cinio a Chlono* | Lunch and Chat would be those with Welsh language skills without the opportunity and/or confidence to use it daily. Through informal chat and game exercises on the lunch hour, the objective is to help those staff

become more confident in using their Welsh language skills in the general workplace. The advantage of this model is the time and money required to host these *Cinio a Chlonc* | Lunch and Chats is negligible: it is conducted during the lunch hour and everyone brings their own lunch. The disadvantage is that, similar to the Asset Model, it relies on the assumption of there being hidden bilingual capacity. Only after a Welsh language skills audit, as discussed in section 6.4.2.1, can it be determined if there is that hidden capacity that can be strengthened.

6.4.2.3 *Welsh National Sabbatical Scheme: Meicro Ddysgu / Micro Teaching*

One activity of the Welsh National Sabbatical Scheme is an example of a language capacity strengthening model: the *meicro ddysgu* | micro teaching. As stated in sections 4.5.4.1 and 6.2.2, *meicro ddysgu* | micro teachings are integral to the scheme. It provides participants the opportunity to use their Welsh through teaching simulations, practicing how they would use their Welsh upon their return to their classrooms. Through practice, the participants increase their confidence in using Welsh in work, thereby strengthening the language capacity being built through the scheme also increasing participants' fluency levels (discussed in section 6.4.3.1).

6.4.2.4 *Language Capacity Strengthening Models: Conclusions*

The Asset Model, *Cinio a Chlonc* | Lunch and Chat, and the *meicro ddysgu* | micro teaching activity of the Welsh National Sabbatical Scheme are examples of language capacity strengthening models. They focus on increasing the use of Welsh within the existing capacity of the workforce through viewing Welsh as a skill and working to increase the confidence of speakers in using this skill. The advantage of language capacity strengthening models is that relatively few resources, such as time and

money, are required to implement them effectively. The disadvantage is that if the end goal of an organisation is to increase the language capacity of its workforce, the models do not do so by themselves; they merely strengthen the current capacity. Increasing language capacity is the function of language capacity building models.

6.4.3 Language Capacity Building Models

The essential feature of a capacity building model is that it focuses on increasing the capacity of the workforce, either through recruiting new staff or training the current workforce. Two such models that fall into this category are: the Welsh National Sabbatical Scheme and Welsh for Adults.

6.4.3.1 *Welsh National Sabbatical Scheme*

As Chapter 4 illustrates and section 6.2 reaffirms, the Welsh National Sabbatical Scheme's *sylfaen* | foundation course is effective in increasing the fluency and confidence levels of participants. English-medium primary school teachers receive intensive/immersive Welsh language training for ten to eleven weeks through the lens of their occupation: they are learning Welsh specifically to use it in the classroom, consequently activities like the *meicro ddysgu* | micro teaching, as discussed in section 6.4.2.3, are conducted to target that goal. The advantage of this model is its effectiveness in increasing fluency and confidence levels of participants so that they will have the skill sets and confidence to teach Welsh as a second language to their primary school pupils.

6.4.3.2 *Welsh for Adults*

As stated in Chapter 5, both Cardiff Council and Cardiff and the Vale University Health Board utilise Cardiff University Welsh for Adults courses as a means of training employees. Welsh for Adults offers courses at all levels through weekly/bi-weekly year-round courses, intensive courses

from one to eight weeks, and through the Welsh in the Workplace scheme. Whereas the year-round and intensive courses are general language courses, the Welsh in the Workplace scheme allows an organisation to tailor a Welsh course to the needs of their workforce in terms of skills and how those skills will be utilised. In section 5.3.2.2, the Welsh Language Coordinator of Cardiff Council's social services spoke about being in the process of working with a Welsh language tutor to develop a programme similar to Welsh in the Workplace focused on social carers. All three types of Welsh for Adults options are capacity building models as the main target of all three is to increase the fluency of their participants.

6.4.3.2.1 Cymraeg Gwaith / Work Welsh

The National Centre for Learning Welsh (2017d) recently launched *Cymraeg Gwaith* | Work Welsh, “a new programme designed to support and deliver Welsh language training for the workforce” by offering

- Online welcome/reception courses.
- Intensive courses.
- Tailored residential courses to improve confidence.

The online welcome/reception course is a ten-hour online course intended to train staff:

to meet and greet colleagues, customers and stakeholders using Welsh phrases. The course will help [one] respond to initial enquiries in Welsh and to transfer callers to other Welsh speakers who can help them further. The course will also enable [one] to start and end a conversation or a meeting in Welsh (National Centre for Learning Welsh 2017e).

The intensive Welsh language courses range from twelve to 30 weeks from two to five days a week, depending on duration, and are “designed to increase employees' Welsh language skills and strengthen Welsh language services” (National Centre for Learning Welsh 2017b). Lastly, the residential courses are five days, “can be tailored to meet the needs of

different sectors and types of work”, and “offer a unique opportunity to immerse [one]self in a Welsh environment and includes meals, accommodation and all learning resources” (National Centre for Learning Welsh 2017c). All three types of courses are language capacity building models, because their primary goal is to increase the fluency of participants so that they have the skills to use Welsh in their work. Aspects of *Cymraeg Gwaith* may involve language capacity strengthening, if these courses offer opportunities for participants to practice using their Welsh in simulated work settings. Given the newness of the programme, it remains to be seen if it will be effective in its goal of increasing the bilingual fluency of the workforce and confidence in using Welsh by them. Further research will need to be undertaken on this subject.

6.4.3.3 *Language Capacity Building Models: Conclusions*

The Welsh National Sabbatical Scheme and the Welsh for Adults system are examples of language capacity building models. Their primary aim is to increase the fluency levels of their participants, thereby increasing bilingual capacity of the participants’ organisations. The advantage of these models is that increasing the fluency of the workforce thereby increases the bilingual capacity of the workforce that can utilise their Welsh skills in their work. However, these models take time and cost money to implement effectively, which can make managers less likely to allow staff to attend.

6.4.4 *Language Capacity Strengthening vs. Language Capacity Building: Conclusions*

Language capacity building models build bilingual capacity by increasing the fluency of the workforce, and language capacity strengthening models strengthen bilingual capacity by increasing the use of Welsh by the workforce. Both are integral to maintaining the cycle of

capacity and use that supports the language of work and thus the language of service. As seen through the data collected and analysed in Chapter 4, the statutory education sector is fulfilling this cycle systemically, i.e. utilised sector-wide, through the Welsh National Sabbatical Scheme both increasing Welsh fluency and confidence levels of teachers to use and teach Welsh in their classrooms. However, there is no similar system in the health and social sectors. Although there are language capacity building models available to them, namely Welsh for Adults; as the original findings in Chapter 5 illustrate, getting managers to allow staff to attend can be difficult to achieve, due to the low priority of the Welsh language in the health and social sectors, lack of Welsh language awareness, staff shortages, and the time and cost of staff being away from work. As a result, language capacity building is ad hoc at best, dependent upon individual managers to prioritise Welsh language training and allow staff to attend.

The policies set forth in section 2.2 become undermined and weakened if there is no combined language capacity building and strengthening systemic model in place, due to a lack of capacity of able and willing Welsh language speakers to comply with said policies. The statutory education sector is tasked with teaching every child Welsh and is building and strengthening the capacity of its workforce to do so through the Welsh National Sabbatical Scheme. The health and social sectors are tasked with actively offering Welsh language services, yet there is no system in place to help build and strengthen the capacity of the workforce to meet that goal.

6.4.5 Recommendation 4: No ‘Active Offer’ If No Active Delivery

If an organisation does not have enough bilingual capacity to fulfil policy mandates, then those mandates obviously cannot be delivered. The

Welsh Language Officer of Cardiff and the Vale University Health Board in section 5.3.2.1 reported that along with her regulatory duties concerning the Welsh Language Standards, the Welsh Language Commissioner would “*also be looking at how well we are complying with the Welsh More than just words [(Welsh Government 2012b)] strategy*” which includes the ‘Active Offer’. Additionally, the Welsh Language Officer stated that while the Health Board is promoting the ‘Active Offer’, it has not yet been fully implemented at the organisation. The Welsh Language Coordinator of Cardiff Council’s social services in section 5.3.2.2 stated that:

Cardiff has made a political decision not to challenge any of the Standards [...] The leader of the Council—it was brought up at a very senior meeting at the management level, and the cabinet, the Council cabinet and the leader made a political decision not to challenge the Standards. I’m not sure how helpful that is on reflection now, because there are some Standards which we will, I’m sure, fail to reach in the timescale given, but that’s the decision.

Indeed, the Welsh Language Coordinator further reveals that officers at Cardiff Council have made the decision in implementing Welsh language policies to not make the ‘Active Offer’ known, since it will not be able to deliver Welsh language services in all instances; thereby not actively offering Welsh language services. This can be seen by some as a failure to fulfil policies, but one can also see it as statutes and policies setting up the health and social sectors for failure. It is inappropriate to expect these sectors to be able to provide the ‘Active Offer’ systemically, if there is little systemic aid to build and strengthen the bilingual capacity of the health and social sectors to actively offer Welsh language services.

That is not to say that actively offering Welsh language services is not imperative in health and social care, as the literature in section 2.3.1 recognises the importance of language need in care. Rather, the Welsh

Government and Welsh Language Commissioner requiring health and social sector organisations to actively offer Welsh language services without giving them the means to do so—and organisations like Cardiff Council making “*political decision[s]*” to not object to such policies as unreasonable despite not having the capacity to fulfil them—may lead to sporadic fulfilment of the policy across Wales. Evidence of this was seen in the second iteration of the policy, *More than just words: Follow-on* (Welsh Government 2016c), which stated “It is clear that not all of the actions in the first strategic framework [*More than just words* (Welsh Government 2012b)] have always been successfully implemented, or if they have been implemented, they have not always been implemented consistently across Wales” (Welsh Government 2016c, p. 16). This erratic fulfilment of the ‘Active Offer’ and delivery of Welsh language services is a disservice to Welsh speakers who are promised by the ‘Active Offer’ to receive Welsh language services without having to ask for them, no matter where they reside in Wales. The Welsh Government (2017f) *White Paper Consultation Document: Striking the right balance: proposals for a Welsh Language Bill* (henceforth *Striking the right balance*) establishes that:

It is clear that there is a lot of work to do to encourage people to access public services in Welsh and to close the gap between potential demand (the number of Welsh speakers in an area who access services but choose not to do so in Welsh) and the actual demand (pp. 5-6).

Perhaps one reason why people do not demand access to public services in Welsh is due to the inconsistencies of Welsh language services being delivered. Further research is needed on this topic.

Currently, the Welsh Government (2017f) in *Striking the right balance* is proposing changes to the Welsh Language Standards, given

evidence that the “system is difficult to understand, implement, and monitor” (p. 36) and recognises the “constraints on Welsh language skills in the workforce” (p. 37). A key point that it makes is that:

The present system does not incorporate a formal mechanism for improving the capacity and capability of bodies to meet more demanding Standards. We consider it should be a principle of the system that over time, all bodies should converge towards the same Standards, so that a person’s rights in relation to Welsh language services are the same, wherever they live in Wales. If we are to achieve this, the capacity of bodies to undertake effective language planning (that is, their ability to effectively plan services and their organisation’s development to ensure it can provide services bilingually, as well as to support the development of the language in the local area) must improve significantly (Welsh Government 2017f, p. 37).

The Welsh Government (2017f)’s preferred option of reforming the Welsh Language Standards indicates:

Reform should incorporate provision to ensure improvement i.e. that bodies raise the quality and extend the scope of their Welsh language services as their capacity to deliver those services improves. One way to do this might be to require that the Standards imposed on a body are reviewed and remade periodically, for example, every 10 years. This could be linked to a general duty to secure improvement, and to take into account the principle that over time, all bodies should converge towards the same Standards, so that a person’s enforceable rights in relation to Welsh language services are the same, wherever they live (p. 40)

The findings of this thesis concerning the Cardiff region concur with the Welsh Government’s recognition that limited capacity of organisations affects the delivery of Welsh language services and the call for incorporating improvement provisions into the proposed new Standards system.

Until the health and social sectors have the bilingual capacity across Wales and/or a systemic language capacity building scheme in place, it is recommended that health and social sector organisations should not be required to actively offer Welsh language services across the board. Instead,

after an audit of Welsh language skills has been conducted (as currently required by the Welsh Language Standards 127 (Welsh Government 2015f), 121 (Welsh Government 2016h), and 137 (Welsh Government 2016j)), only those areas that have the found to have the bilingual capacity to deliver Welsh language services should be required to actively offer them. Those areas that do not should create action-development plans anticipating where—with support discussed in section 6.4.6—they may be able to extend the ‘Active Offer’ over discrete service areas, with priority being given to those areas with high public traffic or those working with vulnerable service-users, as described in section 2.3.1.

6.4.6 Recommendation 5: A Welsh language training scheme targeted toward health and social care should be created

The information collected and analysed in Chapter 5 found that the Sabbatical Scheme Model would not be applicable to the health and social sectors of the Cardiff region, given the intensive nature of the course and the difficulty of providing backfill so staff could attend. However, that does not mean that another course or scheme would not work. The Welsh Government (2016c) action point 6.7 in *More than just words: Follow-on* states:

The Welsh Government to work with the National Centre for Learning Welsh to meet the need within the health, social services and social care sectors to develop the Welsh language skills of staff. This will include developing and promoting relevant resources and provision (p. 42).

This work with the National Centre for Learning Welsh needs to be one that creates a systemic language capacity building and strengthening scheme, targeted toward the health and social sectors. The current workforce needs Welsh language training to both increase their Welsh language skills and increase their confidence in using those skills in their specific fields to be

able to actively offer and deliver Welsh language services.

The Welsh Government (2017f) in *Striking the right balance* states that:

many bodies will need significant support to increase their own capacity to provide Welsh language services and to promote those services effectively... The challenge, therefore, is to ensure we are paying sufficient attention to the capacity of bodies to adapt to the significant increase in the level of Welsh language service provision required of them (p. 6)

“Significant support” will be needed to create and maintain the above scheme developed from the collaborative work of the Welsh Government and the National Centre for Learning Welsh. It is recommended that, when such scheme is constructed, it should be supported by the Welsh Government as is the Welsh National Sabbatical Scheme. The training scheme should be incorporated into the Welsh language Standards improvement provisions proposed, as a means for organisations to build and strengthen their bilingual capacity to deliver Welsh language services across the board; and thus allow the health and social care sectors to become more fully bilingual.

1 Appendix: Research Ethics Approval & Consent Form Templates

1.1 Sabbatical Scheme Case Study, 2012-2013

1.1.1 Research Ethics Approval

Christina Wagoner
Ysgol y Gymraeg/School of Welsh
Cardiff University

POST MEWNOL/INTERNAL MAIL

December 12, 2012

Dear Christina,

SABBATICAL SCHEME CASE STUDY, 2012-2013

Many thanks for submitting your Research ethics form dated 6/12/12. I have recorded your application on our database (used to create an annual report of all similar applications) and wish you every success with the project.

With best wishes for a successful project



DR JEREMY EVAS¹²

Research Ethics Officer/Swyddog Moeseg Ymchwil

¹² Dr. Jeremy Evas was not Christina Marie Wagoner's supervisor until 2015; consequently, there is no conflict of interest in his granting research ethics approval to the Sabbatical Scheme Case Studies.

1.1.2 Consent Form Templates

Sabbatical Scheme Case Study, 2012-2013

Consent Form

Dear Participant,

I am writing to you to ask you to participate in a project which I am currently directing with the School of Welsh. The principle research question I am pursuing is how the Sabbatical Scheme operates and its best practices, which I hope to be able to transfer to my home state of Texas, USA.

During this study, I will ask that you complete in full three questionnaires – one at the beginning, middle, and end of your course – and that you allow me to observe you in the classroom during your time in the scheme. I will use the information you provide in my research, but you will remain anonymous, as I will not identify individuals participating within the project.

Please print your name and sign here below to confirm that you are a willing participant in this project.

NAME: _____

SIGNATURE: _____ Date: _____

Thank you in advance.

Sincerely,

Christina Wagoner

Sabbatical Scheme Case Study, 2012-2013

Interview Request Form

Dear Participant,

I am writing to ask you to participate in a project which I am currently directing with the School of Welsh. The principle research question I am pursuing is how the Sabbatical Scheme operates and its best practices, which I hope to be able to transfer to my home state of Texas, USA.

I am requesting an interview with you on your views of the sabbatical scheme and how it has affected your work, Welsh language use, and confidence in Welsh language use since leaving the scheme. You may have already completed a questionnaire form answering these questions, but I would like to speak with you in detail about the particulars of the scheme and your work since leaving. I will use the information you provide in my research, but you will remain anonymous, as I will not identify individuals participating within the project.

Please print your name and sign here below to confirm that you are willing to be interviewed by me about these topics and that you will allow me to use this information in my research and future publications. Please also write down the email address and phone number that will be the best way to contact you to set up the interview.

NAME: _____

SIGNATURE: _____ Date: _____

Thank you in advance.

Sincerely,
Christina Wagoner

Email Address: _____

Phone Number: _____

Sabbatical Scheme Case Study, 2012-2013

Participant Interview Consent Form

Dear Participant,

I am writing to ask you to participate in a project which I am currently directing with the School of Welsh. The principle research question I am pursuing is how the Sabbatical Scheme operates and its best practices, which I hope to be able to transfer to my home state of Texas, USA.

I am requesting your consent to record an interview with you on your views of the sabbatical scheme and how it has affected your work, Welsh language use, and confidence in Welsh language use since completing the scheme. You may have already completed a questionnaire form answering these questions, but I would like to speak with you in detail about the particulars of the scheme and your work since leaving. I will transcribe the interview and use the information you provide in my research, you will remain anonymous, as I will not identify individuals participating within the project.

Please print your name and sign here below to confirm that you are willingly give your consent to be recorded and interviewed by me about these topics and that you will allow me to use the information provided and interview transcription in my research and future publications.

NAME: _____

SIGNATURE: _____ Date: _____

Thank you in advance.

Sincerely,
Christina Wagoner

Interview Consent Form

Dear Participant,

I am writing to ask you to participate in a project which I am currently directing with the School of Welsh. The principle research question I am pursuing is how the Sabbatical Scheme operates and its best practices, which I hope to be able to transfer to my home state of Texas, USA.

I am requesting your consent to record an interview with you on your views of the creation of the sabbatical scheme, how it has impacted participants, and your belief of best practices in the scheme. I will transcribe the interview and use the information you provide in my research.

Please print your name and sign here below to confirm that you are willingly give your consent to be recorded and interviewed by me about these topics and that you will allow me to use the information provided and interview transcription in my research and future publications.

NAME: _____

SIGNATURE: _____ Date: _____

Thank you in advance.

Sincerely,
Christina Wagoner

1.2 Sabbatical Scheme 2014

1.2.1 Research Ethics Approval

Christina Wagoner
Ysgol y Gymraeg/School of Welsh
Cardiff University

POST MEWNOL/INTERNAL MAIL

December 13, 2013

Dear Christina,

SABBATICAL SCHEME 2014

Many thanks for submitting your Research ethics form dated 5/12/13. I foresee no problems with the application and have had confirmation from another member of the School Research Committee to this end.

I have recorded your application on our database (used to create an annual report of all similar applications) and wish you every success with the project.

With best wishes for a successful project,

A handwritten signature in black ink, appearing to be 'J. Evans', written in a cursive style.

DR JEREMY EVAS

Research Ethics Officer/Swyddog Moeseg Ymchwil

1.2.2 Consent form Templates

2014 Sylfaen, Sabbatical Scheme Case Study

Consent Form

Dear Participant,

I am writing to ask you to participate in a project which I am currently directing with the School of Welsh. The principle research question I am pursuing is how the Sabbatical Scheme operates and its best practices, which I hope to be able to transfer to my home state of Texas, USA.

During this study, I will ask that you complete in full three questionnaires – one at the beginning, middle, and end of your course. Also, I ask that you allow me to observe you in the classroom during your time in the scheme and allow me to copy and review the videos of your in-class presentations. I will use the information you provide in my research, but you will remain anonymous, as I will not identify individuals participating within the project. Also I will not share or publish the videos of your presentations.

Please print your name and sign here below to confirm that you are a willing participant in this project and that you will allow me to use this information in my research and future publications.

NAME: _____

SIGNATURE: _____ Date: _____

Thank you in advance.

Sincerely,
Christina Wagoner

Interview Request Form

Dear Participant,

I am writing to ask you to participate in a project which I am currently directing with the School of Welsh. The principle research question I am pursuing is how the Sabbatical Scheme operates and its best practices, which I hope to be able to transfer to my home state of Texas, USA.

I am requesting an interview with you on your views of the sabbatical scheme and how it has affected your work, Welsh language use, and confidence in Welsh language use since leaving the scheme. You may have already completed a questionnaire form answering these questions, but I would like to speak with you in detail about the particulars of the scheme and your work since leaving. I will use the information you provide in my research, but you will remain anonymous, as I will not identify individuals participating within the project.

Please print your name and sign here below to confirm that you are willing to be interviewed by me about these topics and that you will allow me to use this information in my research and future publications. Please also write down the email address and phone number that will be the best way to contact you to set up the interview.

NAME: _____

SIGNATURE: _____ Date: _____

Thank you in advance.

Sincerely,
Christina Wagoner

Email Address: _____

Phone Number: _____

Interview Consent Form

Dear Participant,

I am writing to ask you to participate in a project which I am currently directing with the School of Welsh. The principle research question I am pursuing is how the Sabbatical Scheme operates and its best practices, which I hope to be able to transfer to my home state of Texas, USA.

I am requesting your consent to record an interview with you on your views of the sabbatical scheme and how it has affected your work, Welsh language use, and confidence in Welsh language use since completing the scheme. You may have already completed a questionnaire form answering these questions, but I would like to speak with you in detail about the particulars of the scheme and your work since leaving. I will transcribe the interview and use the information you provide in my research, you will remain anonymous, as I will not identify individuals participating within the project.

Please print your name and sign here below to confirm that you are willingly give your consent to be recorded and interviewed by me about these topics and that you will allow me to use the information provided and interview transcription in my research and future publications.

NAME: _____

SIGNATURE: _____ Date: _____

Thank you in advance.

Sincerely,

Christina Wagoner

Interview Consent Form

Dear Participant,

I am writing to ask you to participate in a project which I am currently directing with the School of Welsh. The principle research question I am pursuing is how the Sabbatical Scheme operates and its best practices, which I hope to be able to transfer to my home state of Texas, USA.

I am requesting your consent to record an interview with you on your views of the creation of the sabbatical scheme, how it has impacted participants, and your belief of best practices in the scheme. I will transcribe the interview and use the information you provide in my research.

Please print your name and sign here below to confirm that you are willingly give your consent to be recorded and interviewed by me about these topics and that you will allow me to use the information provided and interview transcription in my research and future publications.

NAME: _____

SIGNATURE: _____ Date: _____

Thank you in advance.

Sincerely,
Christina Wagoner

1.3 Welsh Language Training for Health Care Professionals

1.3.1 Research Ethics Approval

Christina Wagoner
PGR
Ysgol y Gymraeg/School of Welsh
Cardiff University

POST MEWNOL/INTERNAL MAIL

February 27, 2015

Dear Christina,

Welsh Language Training for Health Care Professionals

Many thanks for submitting your Research ethics application dated 20/2/15. I foresee no problems with the application and have had confirmation from another member of the School Research Committee to this end.

I have recorded your application on our database (used to create an annual report of all similar applications) and wish you every success with the project.

With best wishes for a successful project,

A handwritten signature in dark ink, appearing to read 'Sioned Davies'. The signature is fluid and cursive, with the first name 'Sioned' written in a larger, more prominent script than the surname 'Davies'.

PROFESSOR SIONED DAVIES

Head of the School of Welsh

1.3.2 Consent Form Template

CYDSYNIAD I GYMRYD RHAN MEWN YMCHWIL CONSENT TO PARTICIPATE IN RESEARCH

(DRWY GYFWELIAD/BY INTERVIEW)

Teitl y Prosiect/

Project Title: Welsh Language Training for Health Care Professionals: Interviews

Gwybodaeth gefndirol am y prosiect/

Background information about the project: This research project will be investigating policies of Welsh language training for professionals in the field of health. The purpose is to identify such policies, their effectiveness, and best practices. I will use the results of this project in my PhD, which analyzes the language-training policies in the health and education sectors.

I will be asking you for an interview in which I will be asking you about the policies and schemes of Welsh language training for professionals in the field of health and about the use of Welsh in health services. This will be recorded for the purposes of transcription and may be published within my PhD and future articles.

Os bydd gennych gwestiynau ynghylch y prosiect, cysylltwch â Christina Wagoner, Ysgol y Gymraeg, Prifysgol Caerdydd, Adeilad John Percival, Colum Rd, Caerdydd, CF10 3EU. WagonerCM@caerdydd.ac.uk

Should you have any questions regarding this project, please contact Christina Wagoner, School of Welsh, Cardiff University, John Percival Building, Colum Rd, Cardiff, CF10 3EU. WagonerCM@cardiff.ac.uk

Adran 1: Gwybodaeth am y cyfranogwr

Section 1: Information about the participant

Eich enw

Your Name _____

Y sefydliad yr ydych yn ei gynrychioli

Name of the organisation you represent _____

Adran 2: Datganiad

Rwyf dros 18 oed, a chydysyniaf i gymryd rhan yn y cyfweiliad sy'n rhan o'r prosiect uchod ar [Dyddiad cynnal y cyfweiliad __/__/____].

1. Rwyf wedi darllen y wybodaeth yn y ddogfen hon.
2. Mae manylion unrhyw weithdrefnau a risgiau wedi eu hesbonio i mi i'm boddhad.
3. Cytunaf hefyd i'm gwybodaeth a'm cyfranogiad yn y cyfweiliad gael ei recordio.
4. Rwyf yn ymwybodol y dylwn gadw copi o'r ddogfen hon at ddibenion cyfeirio.

Deallaf:

- Na chaf fudd uniongyrchol o gymryd rhan yn y prosiect hwn.
 - Fy mod yn rhydd i dynnu'n ôl o'r prosiect ar unrhyw adeg ac i beidio â darparu ateb i gwestiynau penodol.
 - P'un a dynnaf yn ôl ai peidio, ni fydd hyn yn effeithio ar unrhyw wasanaeth a ddarperir i mi gan Brifysgol Caerdydd.
 - Y caf ofyn i'r recordio gael ei stopio ar unrhyw adeg, ac y caf dynnu'n ôl ar unrhyw adeg o'r cyfweiliad heb anfantais i mi.
5. Cytunaf/Ni chytunaf* i'w recordiad/nodiadau neu drawsgriafiad o'r recordiad gael ei ddefnyddio gan ymchwilydd eraill nad ydynt yn aelodau o'r tîm ymchwil, ond sy'n gwneud ymchwil gysylltiedig. * dileer fel y bo'n briodol

Section 2: Statement

I am over 18 years of age and consent to take part in this interview which is part of the above project [Date the interview was held __/__/____]

1. I have read the information in this document
2. Information regarding procedures and risks have been explained to me to my satisfaction
3. I also agree for my information and participation in the interview to be recorded.
4. I am aware that I should retain a copy of this document for reference purposes

I understand:

- I may not receive direct benefit by participating in this project
 - I am free to withdraw from the project at any time and not to provide answers to certain questions
 - Whether I withdraw or not, this will not affect any service provided to me by Cardiff University.
 - I may request that the recording be stopped at any time and I may withdraw from the interview at any time without any personal disadvantage.
5. I agree/I do not agree* for the recording/notes or transcription of the recording to be used by other researchers who are not members of the research team, but who are carrying out linked research *delete as appropriate

Adran 3: Llofnodion

Section 3: Signatures

Llofnod y cyfranogwr

Signature of participant.....

Dyddiad

Date.....

Tystiaf fy mod wedi esbonio'r ymchwil i'r cyfranogwr ac ystyriaif ei fod e/ei bod hi'n deall yr hyn sydd ynghlwm wrtho ac yn rhoi cydsyniad rhydd i gymryd rhan.

I certify that I have explained the research to the participant and I consider he/she understands its implications and freely gives consent to participate.

Enw'r Ymchwilydd

Name of Researcher: Christina Wagoner

Llofnod yr Ymchwilydd

Signature of Researcher.....

Dyddiad

Date.....

2 Appendix: Questionnaire Templates

2.1 Case Study 1, Questionnaire 1

The purpose of this questionnaire, which is part of a research project within Cardiff University's School of Welsh, is to gain insight on the operation of the sabbatical scheme and its best practices, which I hope to be able to transfer to my home state of Texas, USA. I would be very grateful if you would complete this questionnaire in full. Although I ask for your name, the research will not identify individuals at all.

If you wish to contact me with any queries or comments, please do not hesitate to do so at wagonercm@cf.ac.uk.

	For office use only
Name: _____	
Home Address: _____ _____ _____	
Telephone number: _____	
Email address: _____	
Gender: male <input type="checkbox"/> female <input type="checkbox"/>	<input type="checkbox"/>
Nationality: _____	<input type="checkbox"/>
Ethnicity: _____	
Year of Birth: _____	<input type="text"/> <input type="text"/>
Place of Birth (city, county, country): _____ _____	<input type="text"/> <input type="text"/> <input type="text"/>
Length of time at current address: _____	<input type="checkbox"/>
Where were your parents born (city, county, country)?	
▪ Mother: _____	<input type="text"/> <input type="text"/> <input type="text"/>
▪ Father: _____	<input type="text"/> <input type="text"/> <input type="text"/>
Do you have children? If so, how many?	
Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>
Number of Children: _____	<input type="checkbox"/>
Have/do any of your children attended/attend a Welsh school?	
Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	<input type="checkbox"/>
Will any of your children attend a Welsh school?	
Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	<input type="checkbox"/>

Please list all family members who can/could communicate in Welsh and state their relation to you and their fluency (i.e. mother, fluent speaker, cannot read or write in Welsh, etc.).

Do you speak, read, and/or write in Welsh with your family? Please give examples. Speak ☐ Read ☐ Write ☐

☐ ☐ ☐

- Speaking:

- Reading:

- Writing:

Education History – Please detail the name and year of graduation:

- Primary School:

Year:

- Secondary School:

Year:

- Higher Education:

Year:

- Higher Education:

Year:

- Higher Education:

Year:

Did you take Welsh lessons as a child? If yes, in what way? How was your experience of them?

Yes ☐ No ☐

☐

Have you taken Welsh lessons as an adult? If yes, in what way? How was your experience of them?

Yes ☐ No ☐

☐

What reasons do you have to (continue to) learn Welsh?

Employment History:

- Current School: _____ Years _____

In what capacity did you work here? (i.e. assistant, teacher, etc.)

- Previous School: _____ Years _____

In what capacity did you work here? (i.e. assistant, teacher, etc.)

- Previous School: _____ Years _____

In what capacity did you work here? (i.e. assistant, teacher, etc.)

Did you volunteer or were you chosen to participate in the sabbatical scheme? Volunteer ☐ Chosen ☐

Why did you want to participate?

Did you use Welsh whilst teaching in your school? If yes, how so? If no, why not? Yes ☐ No ☐

At the end of the scheme, will you use Welsh in your school? If yes, how so? If no, why not? Yes ☐ No ☐

Do you currently use Welsh in your daily life (i.e. with friends, in the community, listen to radio, etc.)? If yes, how so? If no, why not?

Yes ☐ No ☐

For office use only

☐☐☐☐

Please circle the number (1 being the lowest and 7 being the highest) that best identifies your speaking, listening, reading, and writing level in Welsh.

▪ Speaking Level:

1 2 3 4 5 6 7

▪ Listening Level:

1 2 3 4 5 6 7

▪ Reading Level:

1 2 3 4 5 6 7

▪ Writing Level:

1 2 3 4 5 6 7

Please circle the number (1 being the lowest and 7 being the highest) that best identifies your confidence whilst speaking, listening, reading, and writing in Welsh.

▪ Speaking Level:

1 2 3 4 5 6 7

▪ Listening Level:

1 2 3 4 5 6 7

▪ Reading Level:

1 2 3 4 5 6 7

▪ Writing Level:

1 2 3 4 5 6 7

Please give your opinions on the following items:

Advantages of the sabbatical scheme:

Disadvantages of the sabbatical scheme:

Advantages of Welsh-medium education:

Disadvantages of Welsh-medium education:

Advantages of English-medium education:

Disadvantages of English-medium education:

Advantages of bilingual/dual stream education:

Disadvantages of bilingual/dual stream education:

Advantages of Welsh taught as a second language:

Disadvantages of Welsh taught as a second language:

Advantages of using Welsh in the community:

Disadvantages of using Welsh in the community:

2.2 Case Study 1, Questionnaire 2

The purpose of this questionnaire, which is part of a research project within Cardiff University's School of Welsh, is to gain insight on the operation of the sabbatical scheme and its best practices, which I hope to be able to transfer to my home state of Texas, USA. I would be very grateful if you would complete this questionnaire in full. Although I ask for your name, the research will not identify individuals at all.

If you wish to contact me with any queries or comments, please do not hesitate to do so at

wagonercm@cf.ac.uk.

Name: _____

What reasons do you have to (continue to) learn Welsh? Have your motivations changed since starting the scheme?

Please describe advantages (if any) of the sabbatical scheme:

Please describe disadvantages (if any) of the sabbatical scheme:

Please describe the benefits of the sabbatical scheme for you:

Please describe the benefits of the sabbatical scheme for your school:

Please describe the benefits of the sabbatical scheme for the education system:

What have been the best activities that have helped you learn Welsh during the scheme?
Please explain how they were helpful to you.

What have been the best resources provided for you to help you learn Welsh during the scheme? Please explain how they were helpful to you.

At the end of the scheme, how will you use Welsh in your school?

Do you currently use Welsh with other sabbatical scheme participants outside of class? (i.e. during breaks, etc.) If yes, how so? If no, why not?

Do you currently use Welsh in your daily life (i.e. with friends outside of class, with family, listen to Welsh language media, etc.)? If yes, how so? If no, why not?

Please circle the number (1 being the lowest and 7 being the highest) that best identifies your speaking, reading, and writing level in Welsh.

▪ Speaking Level:

1 2 3 4 5 6 7

▪ Listening Level:

1 2 3 4 5 6 7

▪ Reading Level:

1 2 3 4 5 6 7

▪ Writing Level:

1 2 3 4 5 6 7

Please circle the number (1 being the lowest and 7 being the highest) that best identifies your confidence whilst speaking, reading, and writing in Welsh.

▪ Speaking Level:

1 2 3 4 5 6 7

▪ Listening Level:

1 2 3 4 5 6 7

▪ Reading Level:

1 2 3 4 5 6 7

▪ Writing Level:

1 2 3 4 5 6 7

Do you feel you are progressing as you hoped in the sabbatical scheme? Please explain.

2.3 Case Study 1, Questionnaire 3

The purpose of this questionnaire, which is part of a research project within Cardiff University's School of Welsh, is to gain insight on the operation of the sabbatical scheme and its best practices, which I hope to be able to transfer to my home state of Texas, USA. I would be very grateful if you would complete this questionnaire in full. Although I ask for your name, the research will not identify individuals at all.

If you wish to contact me with any queries or comments, please do not hesitate to do so at wagonercm@cf.ac.uk.

Name: _____

Education History: Please detail the name and years (i.e. 1980-86) and circle medium:

Primary School: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

Secondary School: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

Higher Education: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

Higher Education: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

Higher Education: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

As a child, did you take Welsh lessons? Were they effective? Please circle and explain.

Very ineffective Quite ineffective Quite effective Very effective N/A

How were you taught? (i.e. Welsh-medium, Welsh as second language, incidental, etc.)

As an adult, have you taken Welsh lessons (aside from Sabbatical Scheme)? Please circle how effective they were and explain.

Very ineffective Quite ineffective Quite effective Very effective N/A

How were you taught and by who? (i.e. Welsh for Adults night course, intensive course, online course etc.)

When you communicate with Welsh-speaking family members, **how much of the time** is it through Welsh? Please circle the answer that most applies to you and explain.

Speaking (i.e. conversations in person, over the phone, etc.)

None Less than 25% 26%-50% 51%-75% More than 75% N/A

Reading (i.e. reading letters, reading texts, reading emails, etc.)

None Less than 25% 26%-50% 51%-75% More than 75% N/A

Writing (i.e. writing letters, writing texts, writing, emails, etc.)

None Less than 25% 26%-50% 51%-75% More than 75% N/A

When you communicate with Welsh-speaking family members **how confident** are you to do so through Welsh? Please circle the answer that most applies to you and explain.

Speaking (i.e. conversations in person, over the phone, etc.)

Very insecure Quite insecure Quite confident Very confident N/A

Reading (i.e. reading letters, reading texts, reading emails, etc.)

Very insecure Quite insecure Quite confident Very confident N/A

Writing (i.e. writing letters, writing texts, writing, emails, etc.)

Very insecure Quite insecure Quite confident Very confident N/A

Employment History: Please detail the name, years of employment (i.e. 1981-86), capacity, school year and subject you teach, & circle **how much of the time** you taught, assessed and communicated through Welsh to pupils, parents, colleagues, & admin.

Current School : _____ Years of Emp. _____

Capacity: _____ School Year Taught: _____ Subject: _____

With pupils, using Welsh whilst teaching:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh in assessment:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

None Less than 25% 26%-50% 51%-75% More than 75%

Talking to Parents:

None Less than 25% 26%-50% 51%-75% More than 75% N/A

Writing to Parents:

None Less than 25% 26%-50% 51%-75% More than 75% N/A

Communicating with Colleagues

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Administration

None Less than 25% 26%-50% 51%-75% More than 75%

Previous School : _____ Years of Emp. _____

Capacity: _____ School Year Taught: _____ Subject: _____

With pupils, using Welsh whilst teaching:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh in assessment:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

None Less than 25% 26%-50% 51%-75% More than 75%

Talking to Parents:

None Less than 25% 26%-50% 51%-75% More than 75% N/A

Writing to Parents:

None Less than 25% 26%-50% 51%-75% More than 75% N/A

Communicating with Colleagues

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Administration

None Less than 25% 26%-50% 51%-75% More than 75%

What were your motivations for attending the Sabbatical Scheme? Please explain.

What expectations did you have about the Sabbatical Scheme? Please explain.

Did the Sabbatical Scheme meet your expectations? Please explain.

What expectations did your school have of the Sabbatical Scheme? Please explain.

How do you plan to use Welsh in your school?

Please describe and explain the advantages (if any) of the Sabbatical Scheme.

Please describe and explain the disadvantages (if any) of the Sabbatical Scheme.

Please describe and explain benefits of the Sabbatical Scheme for you.

Please describe and explain benefits of the Sabbatical Scheme for your school.

Please describe and explain benefits of the Sabbatical Scheme for the education system.

Would you recommend the sabbatical scheme to a colleague? Please explain.

What were the most useful activities of the sabbatical scheme? Please explain.

What were the most useful resources provided for you on the scheme? Please explain.

What were the least useful activities of the sabbatical scheme? Please explain.

What were the least useful resources provided for you on the scheme? Please explain.

What do wish you spent more time on whilst on the Sabbatical Scheme? Please explain.

Explain what changes could be made to the Sabbatical Scheme to make it more effective.

Will you be looking for employment at another school in the future? Please explain.

Do you currently use Welsh with other sabbatical scheme participants outside of class?
(i.e. during breaks, etc.) If yes, how so? If no, why not?

Do you currently use Welsh in your daily life (i.e. with friends outside of class, with family, listen to Welsh language media, etc.)? If yes, how so? If no, why not?

Circle the number (1 being the lowest and 7 being the highest) that best identifies your Welsh speaking, listening, reading, and writing **levels**, **after** the scheme. Explain.

Speaking Level:

1 2 3 4 5 6 7

Listening Level:

1 2 3 4 5 6 7

Reading Level:

1 2 3 4 5 6 7

Writing Level:

1 2 3 4 5 6 7

Circle the number (1, the lowest, and 7, the highest) that best identifies your Welsh **confidence** levels while speaking, listening, reading, and writing, **after** the scheme. Explain.

Speaking Level:

1 2 3 4 5 6 7

Listening Level:

1 2 3 4 5 6 7

Reading Level:

1 2 3 4 5 6 7

Writing Level:

1 2 3 4 5 6 7

Please circle **how much of the time** you taught, assessed, and communicated to pupils and communicated with parents, colleagues, and the administration through the medium of Welsh **before** attending the Sabbatical Scheme. Please explain.

With pupils, using Welsh whilst teaching:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh in assessment:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

None Less than 25% 26%-50% 51%-75% More than 75%

Talking to Parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Writing to Parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Colleagues

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Administration

None Less than 25% 26%-50% 51%-75% More than 75%

Please circle **how confident** you were in using Welsh whilst you taught, assessed, and communicated to pupils and communicated with parents, colleagues, and the administration **before** attending the Sabbatical Scheme. Please explain

With pupils, using Welsh whilst teaching:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh in assessment:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

Very insecure Quite insecure Quite confident Very confident

Talking to Parents:

Very insecure Quite insecure Quite confident Very confident

Writing to Parents:

Very insecure Quite insecure Quite confident Very confident

Communicating with Colleagues

Very insecure Quite insecure Quite confident Very confident

Communicating with Administration

Very insecure Quite insecure Quite confident Very confident

Please circle **how much of the time you plan to** teach, assess, and communicate to pupils and communicate with parents, colleagues, and the administration through the medium of Welsh **after** attending the Sabbatical Scheme. Please explain.

With pupils, using Welsh whilst teaching:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh in assessment:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

None Less than 25% 26%-50% 51%-75% More than 75%

Talking to Parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Writing to Parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Colleagues

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Administration

None Less than 25% 26%-50% 51%-75% More than 75%

Please circle **how confident** you are in using Welsh while you teach, assess, and communicate to pupils and communicate with parents, colleagues, and the administration **after** attending the Sabbatical Scheme. Please explain.

With pupils, using Welsh whilst teaching:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh in assessment:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

Very insecure Quite insecure Quite confident Very confident

Talking to Parents:

Very insecure Quite insecure Quite confident Very confident

Writing to Parents:

Very insecure Quite insecure Quite confident Very confident

Communicating with Colleagues

Very insecure Quite insecure Quite confident Very confident

Communicating with Administration

Very insecure Quite insecure Quite confident Very confident

[illegible]

2.4 Case Study 2, Questionnaire 1

The purpose of this questionnaire, which is part of a research project within Cardiff University's School of Welsh, is to gain insight on the operation of the sabbatical scheme and its best practices, which I hope to be able to transfer to my home state of Texas, USA. I would be very grateful if you would complete this questionnaire in full. Although I ask for your name, the research will not identify individuals at all.

If you wish to contact me with any queries or comments, please do not hesitate to do so at wagonercm@cf.ac.uk.

Name: _____

Home address: _____

Telephone number: _____

Email address: _____

Gender: male ☐ female ☐

Nationality: _____

Ethnicity: _____

Year of Birth: _____

Place of Birth: _____

Length of time at current address: _____

Where were your parents born (city, county, country)?

Mother: _____

Father: _____

Do you have children? If so, how many? Yes ☐ No ☐ Number of children: _____

Have/do any of your children attended/attend a Welsh medium school? Please explain.

Will any of your children attend a Welsh medium school? Please explain

Please list all family members who can/could communicate in Welsh and state their relation to you and fluency (i.e. mother: fluent speaker, but cannot read or write Welsh).

When you communicate with Welsh-speaking family members, **how much of the time** is it through Welsh? Please circle the answer that most applies to you and explain.

Speaking (i.e. conversations in person, over the phone, etc.)

None Less than 25% 26%-50% 51%-75% More than 75% N/A

Reading (i.e. reading letters, reading texts, reading emails, etc.)

None Less than 25% 26%-50% 51%-75% More than 75% N/A

Writing (i.e. writing letters, writing texts, writing, emails, etc.)

None Less than 25% 26%-50% 51%-75% More than 75% N/A

When you communicate with Welsh-speaking family members **how confident** are you to do so through Welsh? Please circle the answer that most applies to you and explain.

Speaking (i.e. conversations in person, over the phone, etc.)

Very insecure Quite insecure Quite confident Very confident N/A

Reading (i.e. reading letters, reading texts, reading emails, etc.)

Very insecure Quite insecure Quite confident Very confident N/A

Writing (i.e. writing letters, writing texts, writing, emails, etc.)

Very insecure Quite insecure Quite confident Very confident N/A

Education History: Please detail the name and years of attendance and circle medium:

Primary School: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

Secondary School: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

Higher Education: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

Higher Education: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

Higher Education: _____

Years: _____ Medium: English Welsh Bilingual Other: _____

As a child, did you take Welsh lessons? Were they effective? Please circle and explain.

Very ineffective Quite ineffective Quite effective Very effective N/A

How were you taught? (i.e. Welsh-medium, Welsh as second language, incidental, etc.)

As an adult, have you taken Welsh lessons (aside from Sabbatical Scheme)? Please circle how effective they were and explain.

Very ineffective Quite ineffective Quite effective Very effective N/A

How were you taught? (i.e. night course, intensive course, online course etc.)

Who were you taught by? (i.e. Welsh for Adults, friends, etc.)

What reasons did you have to (continue to) learn Welsh in these lessons?

Employment History: Please detail the name, years of employment, capacity, school year and subject you teach, and circle **how much of the time** you taught, assessed and communicated through Welsh to pupils, parents, colleagues, and administration.

Current School : _____ Years of Emp. _____

Capacity: _____ School Year Taught: _____ Subject: _____

With pupils, using Welsh whilst teaching:

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

With pupils, using Welsh in assessment:

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

Talking to Parents:

None	Less than 25%	26%-50%	51%-75%	More than 75%	N/A
------	---------------	---------	---------	---------------	-----

Writing to Parents:

None	Less than 25%	26%-50%	51%-75%	More than 75%	N/A
------	---------------	---------	---------	---------------	-----

Communicating with Colleagues

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

Communicating with Administration

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

Previous School : _____ Years of Emp. _____

Capacity: _____ School Year Taught: _____ Subject: _____

With pupils, using Welsh whilst teaching:

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

With pupils, using Welsh in assessment:

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

Talking to Parents:

None	Less than 25%	26%-50%	51%-75%	More than 75%	N/A
------	---------------	---------	---------	---------------	-----

Writing to Parents:

None	Less than 25%	26%-50%	51%-75%	More than 75%	N/A
------	---------------	---------	---------	---------------	-----

Communicating with Colleagues

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

Communicating with Administration

None	Less than 25%	26%-50%	51%-75%	More than 75%
------	---------------	---------	---------	---------------

Did you volunteer or were you chosen to participate in the sabbatical scheme?

Volunteer ☐ **Chosen** ☐ **Other** ☐ Please Explain: _____

Why did you want to participate in the Sabbatical Scheme? Please explain.

Why did your school want you to participate in the Sabbatical Scheme? Please explain.

What expectations do you have about the Sabbatical Scheme? Please explain.

What expectations does your school have of the Sabbatical Scheme? Please explain.

Please describe and explain the advantages (if any) of the Sabbatical Scheme.

Please describe and explain the disadvantages (if any) of the Sabbatical Scheme.

Please describe and explain benefits of the Sabbatical Scheme for you.

Please describe and explain benefits of the Sabbatical Scheme for your school.

Please describe and explain benefits of the Sabbatical Scheme for the education system.

Explain how you expect to use what you have learnt on the course at your school.

Explain how your responsibilities at school may change after you finish the course.

What do you want most out of this course? Please explain.

What advantages do you see about taking specifically a block-learning course ?

What disadvantages do you see about taking specifically a block-learning course?

Circle the number (1 being the lowest and 7 being the highest) that best identifies your current Welsh speaking, listening, reading, and writing **levels**. Please explain.

Speaking Level:

1 2 3 4 5 6 7

Listening Level:

1 2 3 4 5 6 7

Reading Level:

1 2 3 4 5 6 7

Writing Level:

1 2 3 4 5 6 7

Circle the number (1, the lowest, and 7, the highest) that best identifies your current **confidence** levels whilst speaking, listening, reading, and writing Welsh. Please explain.

Speaking Level:

1 2 3 4 5 6 7

Listening Level:

1 2 3 4 5 6 7

Reading Level:

1 2 3 4 5 6 7

Writing Level:

1 2 3 4 5 6 7

Please circle **how much of the time** you currently teach, assess, and communicate to pupils and communicate with parents, colleagues, and the administration through the medium of Welsh attending. Please explain.

With pupils, using Welsh whilst teaching:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh in assessment:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

None Less than 25% 26%-50% 51%-75% More than 75%

Talking to Parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Writing to Parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Colleagues

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Administration

None Less than 25% 26%-50% 51%-75% More than 75%

Please circle **how confident** you currently are in using Welsh while you teach, assess, and communicate to pupils and communicate with parents, colleagues, and the administration. Please explain.

With pupils, using Welsh whilst teaching:

Very insecure	Quite insecure	Quite confident	Very confident

With pupils, using Welsh in assessment:

Very insecure	Quite insecure	Quite confident	Very confident

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

Very insecure	Quite insecure	Quite confident	Very confident

Talking to Parents:

Very insecure	Quite insecure	Quite confident	Very confident

Writing to Parents:

Very insecure	Quite insecure	Quite confident	Very confident

Communicating with Colleagues

Very insecure	Quite insecure	Quite confident	Very confident

Communicating with Administration

Very insecure	Quite insecure	Quite confident	Very confident

2.5 Case Study 2, Questionnaire 2

The purpose of this questionnaire, which is part of a research project within Cardiff University's School of Welsh, is to gain insight on the operation of the sabbatical scheme and its best practices, which I hope to be able to transfer to my home state of Texas, USA. I would be very grateful if you would complete this questionnaire in full. Although I ask for your name, the research will not identify individuals at all.

If you wish to contact me with any queries or comments, please do not hesitate to do so at wagonercm@cf.ac.uk.

Name: _____

What reasons do you have to (continue to) learn Welsh? Have your motivations changed since starting the scheme?

Please describe and explain the advantages (if any) of the Sabbatical Scheme.

Please describe and explain the disadvantages (if any) of the Sabbatical Scheme.

Please describe and explain benefits of the Sabbatical Scheme for you.

Please describe and explain benefits of the Sabbatical Scheme for your school.

Please describe and explain benefits of the Sabbatical Scheme for the education system.

Explain how you expect to use what you have learnt on the course at your school.

Explain how your responsibilities at school may change after you finish the course.

What do you want most out of this course? Please explain.

What advantages do you see about taking specifically a block-learning course?

What disadvantages do you see about taking specifically a block-learning course?

What have been the best activities that have helped you learn Welsh during the scheme?
Please explain how they were helpful to you.

What have been the best resources provided for you to help you learn Welsh during the scheme? Please explain how they were helpful to you.

At the end of the scheme, how will you use Welsh in your school?

Do you currently use Welsh with other sabbatical scheme participants outside of class? (i.e. during breaks, etc.) If yes, how so? If no, why not?

Do you currently use Welsh in your daily life (i.e. with friends outside of class, with family, listen to Welsh language media, etc.)? If yes, how so? If no, why not?

Circle the number (1 being the lowest and 7 being the highest) that best identifies your current Welsh speaking, listening, reading, and writing **levels**. Please explain.

Speaking Level:

1 2 3 4 5 6 7

Listening Level:

1 2 3 4 5 6 7

Reading Level:

1 2 3 4 5 6 7

Writing Level:

1 2 3 4 5 6 7

Circle the number (1, the lowest, and 7, the highest) that best identifies your current **confidence** levels whilst speaking, listening, reading, and writing Welsh. Please explain.

Speaking Level:

1 2 3 4 5 6 7

Listening Level:

1 2 3 4 5 6 7

Reading Level:

1 2 3 4 5 6 7

Writing Level:

1 2 3 4 5 6 7

Do you feel you are progressing as you hoped in the sabbatical scheme? Please explain.

2.6 Case Study 2, Questionnaire 3

The purpose of this questionnaire, which is part of a research project within Cardiff University's School of Welsh, is to gain insight on the operation of the sabbatical scheme and its best practices, which I hope to be able to transfer to my home state of Texas, USA. I would be very grateful if you would complete this questionnaire in full. Although I ask for your name, the research will not identify individuals at all.

If you wish to contact me with any queries or comments, please do not hesitate to do so at wagonercm@cf.ac.uk.

Name: _____

What were your motivations for attending the Sabbatical Scheme? Please explain.

What expectations did you have about the Sabbatical Scheme? Please explain.

Did the Sabbatical Scheme meet your expectations? Please explain.

What expectations did your school have of the Sabbatical Scheme? Please explain.

How do you plan to use Welsh in your school? Please explain with detail.

Please describe and explain the advantages (if any) of the Sabbatical Scheme.

Please describe and explain the disadvantages (if any) of the Sabbatical Scheme.

Please describe and explain benefits of the Sabbatical Scheme for you.

Please describe and explain benefits of the Sabbatical Scheme for your school.

Please describe and explain benefits of the Sabbatical Scheme for the education system.

Would you recommend the sabbatical scheme to a colleague? Please explain.

What were the most useful activities of the sabbatical scheme? Please explain.

What were the most useful resources provided for you on the scheme? Please explain.

What were the least useful activities of the sabbatical scheme? Please explain.

What were the least useful resources provided for you on the scheme? Please explain.

How useful was the micro ddysgu for you? Did you or will you view the videos? Explain.

What do wish you spent more time on whilst on the Sabbatical Scheme? Please explain.

Explain what changes could be made to the Sabbatical Scheme to make it more effective.

Will you be looking for employment at another school in the future? Please explain.

Do you currently use Welsh with other sabbatical scheme participants outside of class? (i.e. during breaks, etc.) If yes, how so? If no, why not?

Do you currently use Welsh in your daily life (i.e. with friends outside of class, with family, listen to Welsh language media, etc.)? If yes, how so? If no, why not?

Circle the number (1 being the lowest and 7 being the highest) that best identifies your current Welsh speaking, listening, reading, and writing fluency **levels**. Explain.

Speaking Level:

1 2 3 4 5 6 7

Listening Level:

1 2 3 4 5 6 7

Reading Level:

1 2 3 4 5 6 7

Writing Level:

1 2 3 4 5 6 7

Circle the number (1, the lowest, and 7, the highest) that best identifies your current Welsh **confidence** levels while speaking, listening, reading, and writing. Explain.

Speaking Level:

1 2 3 4 5 6 7

Listening Level:

1 2 3 4 5 6 7

Reading Level:

1 2 3 4 5 6 7

Writing Level:

1 2 3 4 5 6 7

Please circle **how much of the time you plan to** teach, assess, and communicate to pupils and communicate with parents, colleagues, and the administration through the medium of Welsh **after** attending the Sabbatical Scheme. Please explain.

With pupils, using Welsh whilst teaching:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh in assessment:

None Less than 25% 26%-50% 51%-75% More than 75%

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

None Less than 25% 26%-50% 51%-75% More than 75%

Talking to Parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Writing to Parents:

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Colleagues

None Less than 25% 26%-50% 51%-75% More than 75%

Communicating with Administration

None Less than 25% 26%-50% 51%-75% More than 75%

Please circle **how confident** you are in using Welsh while you teach, assess, and communicate to pupils and communicate with parents, colleagues, and the administration **after** attending the Sabbatical Scheme. Please explain.

With pupils, using Welsh whilst teaching:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh in assessment:

Very insecure Quite insecure Quite confident Very confident

With pupils, using Welsh whilst not teaching (extracurricular activities, etc.):

Very insecure Quite insecure Quite confident Very confident

Talking to Parents:

Very insecure Quite insecure Quite confident Very confident

Writing to Parents:

Very insecure Quite insecure Quite confident Very confident

Communicating with Colleagues

Very insecure Quite insecure Quite confident Very confident

Communicating with Administration

Very insecure Quite insecure Quite confident Very confident

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3 Appendix: Interview Guides

3.1 Sabbatical Scheme Participants

Interview Questions: Sabbatical Scheme Participants

- Tell me about your experience with Welsh before attending the course.
- Please expand on your reasons for attending the Sabbatical Scheme.
- What are your responsibilities in your school?
 - Have they changed since being on the course?
- Typical day and week in the classroom.
- Now that you have returned to your school, can you please expand on what you feel the advantages/disadvantages of the Sabbatical Scheme are for you, your school, and the education system?
- Please talk about the Sabbatical Scheme lessons: what did you take away from them?
- Opinions on Activities
 - Meicro Ddysgu
- Opinions on Resources
- Opinion on Tutors
- Looking back, did you find the time worth it? Would you do it again? Would you suggest it to others?
- If you were describing the Sabbatical Scheme to someone who had no idea what it is, how would you describe it?
- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add more on?

3.2 Sabbatical Scheme Tutors

Interview Questions: Sabbatical Scheme Tutors

- How were you taught Welsh?
 - As a child?
 - Family?
 - Welsh-medium?
 - Welsh as a second language?
 - As an adult?
 - Courses?
- How did you come to work for the Sabbatical Scheme? What qualifications did you need?
- What are your responsibilities within the Sabbatical Scheme?
- Describe the Sabbatical Scheme as a whole.
 - Why was it created?
 - What are the goals to the scheme?
 - How does the scheme work here at Cardiff University?
- How has the scheme changed since its inception?
- Describe the Sylfaen course.
 - What is a typical day?
 - How are lessons created?
 - What are activities used?
 - What are the resources provided?
 - Describe assessments
 - Meicro Ddysgu
 - How would you describe those who participate in the scheme?
 - Do you think the scheme is effective?
 - What are the advantages for participants, schools, and the education system?
 - What are the disadvantages for participants, schools, and the education system?
 - What aspects of the scheme do you find most effective in producing confident Welsh speakers?
- If a participant wanted to be successful in the scheme, what would they need to prepare or do while on the course?
- What could be done to improve the Sabbatical Scheme here at Cardiff University?
- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add more on?

3.3 Health and Social Care

3.3.1 Care Council for Wales

Interview Questions: Senior manager on the workforce development team

- Just to start off with, would you please describe your role within your organization?
- Can you describe to me the Council's position on the Welsh language in social care?
 - How does the Council go about it?
- What priority does the Welsh language receive in terms of issues/items that the Council supports?
- How has the Council responded to *More than Just Words* and the Welsh Language Standards?
- How do you feel the social sector as a whole has responded to them?
- At the *More than Just Words* conference, you did a presentation on "Working with Employees: Asset Model": can you expand more about this?
- Do you do presentations like this often? If so, where?
- How does the Council view training in the Welsh language in the workplace?
- In your view, what would be effective ways to train health/social care employees in Working Welsh?
- Why should workers be motivated to learn Welsh?
- What are some barriers to bilingualism that you see in health/social care?
- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add more on?

3.3.2 Bilingual Cardiff, Cardiff Council

Interview Questions: Policy officer for Bilingual Cardiff

- Just to start off with, would you please describe your role within your organization?
- How is Cardiff Council responding to the Standards?
- What methods are used to increase bilingual capacity?
 - Recruitment?
 - Training?
- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add more on?

3.3.3 Cardiff and Vale University Health Board

Interview Questions: The Welsh Language Officer, Cardiff and Vale University Health Board

- Just to start off with, would you please describe your role within your organization?
- How does the Health Board view the Welsh language in health and social care?
- How does the Health Board view *More than just words* and the 'Active Offer'? The Welsh Language Standards?
- Currently is there any training for professionals in the health/social care to increase their Welsh skills? Are there any planned for the future?
- What do you think of the Sabbatical Scheme Model (describe)
- What do you think of Asset Model (describe)
- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add more on?

3.3.4 Social Services, Cardiff Council

Interview Questions: The Welsh Language Coordinator, Social Services,
Cardiff Council

- Just to start off with, would you please describe your role within your organization?
- How does the Council view the Welsh language in health and social care?
- How has the Council reacted to the Welsh Language Standards being put forth?
- Currently is there any training for professionals in the health/social care to increase their Welsh skills? Are there any planned for the future?
- What do you think of the Sabbatical Scheme Model (describe)
- Why did you attend the *More than just words* conference? What did you want to come away with? And did you?
 - Opinion on the Asset Model from Care Council
- When we spoke in July, you talked about the difficulties you face. Could you please go in more detail?
- That's the end of my questions: do you have any more comments, something we haven't talked about or something you want to add more on?

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